



Galt Collegiate Institute

Home of the Ghosts

February Newsletter, 2015

Assessment, Evaluation and Reporting

In September 2013, the Waterloo Region District School Board began implementing a new administrative procedure in Grades 7 to 12 regarding Assessment, Evaluation and Reporting. The procedure and accompanying Board Policy 2010 align with the Ontario Ministry of Education's policy document, *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* (2010). A copy of Administrative Procedure 1660 is available on the WRDSB website at www.wrdsb.on.ca.

The new procedure supports staff in meeting the WRDSB's overall goal of optimizing learning and achievement for **all** students. The procedure, in particular, will help align classroom practices with the following key belief statements articulated by the Ministry of Education:

- All students can succeed;
- Each student has his or her own unique patterns of learning;
- Fairness is not sameness.

Learning For All, K-12, p. 6

Research tells us that all students learn best when instruction, resources, and the learning environment are well-suited to their particular strengths, interests, needs, and stage of readiness. The new procedure helps support student learning by ensuring that evaluation and reporting practices:

- Result in marks that reflect achievement of learning goals – not behaviour;
- Separate academic achievement from learning skills and work habits;
- Encourage high expectations for student learning;
- Promote responsibility on the part of students to provide evidence of their achievement of the big ideas (or enduring understandings or required learning) for a course.

As part of this newsletter, you will find an explanation of key parts of the Provincial Report Card. The first and most important place to look on the Report Card is the Learning Skills and Work Habits section. Well-developed Learning Skills and Work Habits can have a positive impact on your child's academic achievement. For a definition of each of the six Learning Skills and Work Habits, please see page 3 of the Report Card.

Additional information for parents/guardians about assessment, evaluation and reporting in several languages can be found at the following website: <http://www.edu.gov.on.ca/eng/parents/reportCard.html>

MSIP

GCI is one of three high schools in the WRDSB that uses an MSIP timetable. MSIP stands for "Multi-Subject Instructional Period". All GCI students have a one-hour MSIP period each day, during which students can:

- complete homework
- access computer and library resources
- read recreationally
- participate in group work
- access extra help from available teachers
- work on assignments and projects

Students who are behind in academic work or who have struggled with course material are encouraged to judiciously use MSIP *each day* to improve their learning and achievement.

Upcoming Dates At GCI

| | | | |
|----------------|-----------------------------|-----------|--------------------------------|
| February 16 | Family Day | March 26 | Parent Night, 6 p.m. to 8 p.m. |
| February 17 | Course Selection Assemblies | April 29 | School Council |
| February 25 | School Council | May 1 & 2 | Relay For Life |
| March 14 to 22 | March Break | May 14 | Spring Music Night |
| March 26 | Literacy Test (OSSLT) | June 19 | Pan Am Games Torch Relay |

Winter Weather

During the winter season, travel by foot and by car takes extra time. Water Street is one of the busiest streets in Cambridge, and morning traffic congestion in the winter can significantly impact travel time to school. Please plan ahead. We ask that parents support their child/children in arriving on time for morning classes. Please be reminded that classes begin at 8:05 a.m., with a warning bell at 8:00 a.m. Punctuality is important to academic success. We thank you for your attention to this important matter.

Student Drop-Off At GCI

Each morning, we experience significant traffic congestion on Dando Avenue and in our student parking lot, particularly just prior to the morning bell. Parents are expected to drop students off in the designated location in the student parking lot off Dayton Street. Students may not be dropped off in front of the school as this is a fire route. No stopping signs are posted in the driveway at the front of the school. Access to the front of GCI is restricted to staff and visitors who park in the small number of visitor spots available at the front of the school. By-law regulations will be enforced to ensure that the fire route in front of our school is clear. These procedures continue the efforts made by GCI to keep students, staff and visitors safe. We appreciate your co-operation.

Ontario Secondary School Literacy Test (OSSLT)

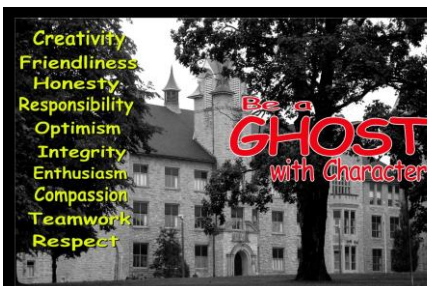
Successful completion of the OSSLT is a graduation requirement. Students typically write the OSSLT in their Grade 10 year. This year, the OSSLT will be conducted on Thursday, March 26. This date applies to all secondary schools in Ontario. To create a positive environment that will support students' successful completion of the OSSLT, schools typically run a modified timetable. More details about the OSSLT at GCI will be shared in March.

Relay For Life

This year, GCI will be hosting Relay For Life, which is a fundraising activity for the Canadian Cancer Society. The goal of Relay For Life is to raise funds to support cancer patients and their caregivers, support cancer research, and support efforts to decrease the incidence of cancer. At GCI, Relay For Life will begin on Friday, May 1 and continue through the night to Saturday, May 2. GCI's Relay will include a Survivor Lap, an Opening Lap on the GCI track, a Luminary Ceremony, and a Closing Ceremony. Plans for Relay for Life at GCI are well underway, involving many students and staff members. More details about how to participate will be shared later this spring.

Pan Am Games Torch Relay

On Friday, June 19, the Torch Relay for the 2015 Pan Am Games will pass through Cambridge, and GCI is a 'route school'. Although the Torch Relay stop at GCI will be quite brief, we are certain this event will bring some of the excitement of the Pan Am Games to our school. Because June 19 is an exam day, the Torch Relay stop at GCI has been carefully planned so as not to interfere with exams. More details about the Torch Relay will be shared later this spring.





The Provincial Report Card, Grades 9-12 Parent/Guardian Guide 2014-2015

What to Look For on the Provincial Report Card

The first and most important place to look is the Learning Skills and Work Habits section. Well-developed Learning Skills and Work Habits can have a positive impact on your child's academic achievement. As you read each teacher's comments, note how these describe your child's learning in each course, your child's strengths, and your child's next steps. Also, make a note of any key evidence of learning mentioned in this area that your child still needs to provide to the teacher.

What the Percentage Grades Reflect

Percentage grades reflect each student's most consistent *level of achievement*, and are determined on the basis of both mathematical calculations and teachers' professional judgement in interpreting the evidence of learning. The table below summarizes the levels of achievement:

Grade 9 or Grade 10 Courses

| % Grade | Level of Achievement |
|---------|----------------------|
| "I" | - |
| 45 | Below Level 1 |
| 50-59 | Level 1 |
| 60-69 | Level 2 |
| 70-79 | Level 3 |
| 80-100 | Level 4 |

An "I" used in place of a mark if your child is taking a Grade 9 or 10 course indicates that essential learning for the course is missing. Your child will need to demonstrate evidence of the essential learning to his or her teacher in order to be successful in the course.

45 is the *minimum percentage grade* used to represent any achievement below Level 1. 45 is not necessarily an indication of achievement that is "close" to a pass.

Grade 11 or Grade 12 Courses

| % Grade | Level of Achievement |
|---------|----------------------|
| 0 | Below Level 1 |
| 35-45 | Below Level 1 |
| 50-59 | Level 1 |
| 60-69 | Level 2 |
| 70-79 | Level 3 |
| 80-100 | Level 4 |


A student may receive a "0" if he or she has not provided any evidence of learning or if there is a unique circumstance, such as the student just started a course and no evidence of learning is available. Please review the comments section for additional information regarding the mark or contact the teacher.

For Grades 11 and 12 courses you may see a number between 35 and 45. These are the *minimum percentage grades* used to represent any achievement below Level 1, and are not necessarily an indication of achievement that is "close" to a pass.

Responding to the Report Card

The Provincial Report Card contains a parent/guardian response form which requires your signature as well as your child's signature. The response form gives you the opportunity to discuss the contents of the Provincial Report Card with your child's teachers. You are encouraged to contact the school, in order to discuss concerns and questions with your child's teachers at any time. Additional information for parents/guardians about assessment, evaluation and reporting in several languages can be found at the following web site: <http://www.edu.gov.on.ca/eng/parents/reportCard.html>

At the end of the semester, a final Provincial Report Card will provide information regarding your child's development of Learning Skills and Work Habits, total number of absences and lates, and the final percentage grade.


Ministry of Education

Provincial Report Card, Grades 9–12

Semester: _____ Reporting Period: _____ Date: _____

STUDENT: _____ OEN: _____ Grade: _____ Homeroom: _____ Principal: _____
 Address: _____ School Council Chair: _____

SCHOOL: _____ Telephone: _____ **BOARD:** _____ Email/Website: _____
 Address: _____ Fax: _____ Address: _____

| Courses | Reporting Period | Percentage Mark | Course Median | Credit Earned | Learning Skills and Work Habits | | | | | | Comments | Attendance | | | |
|---------------|------------------|-----------------|---------------|---------------|---------------------------------|--------------|------------------|---------------|------------|-----------------|----------|----------------|------------|--|--|
| | | | | | Responsibility | Organization | Independent Work | Collaboration | Initiative | Self-Regulation | | Courses Missed | Times Late | | |
| Course Title: | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

Teacher requests an interview

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The percentage grade for each course is shown in this column. The percentage grade reflects your child's most consistent level of achievement, and is determined on the basis of both mathematical calculations and teachers' professional judgement and interpretation of the evidence of learning. From the first report card to the final report card, this percentage grade may change, as your child continues to work toward providing evidence of essential learning for each course.

Achievement below 50% will be shown differently depending on the grade of the course. For Grades 9 and 10, you may see an "I" or 45; for Grades 11 and 12, you may see a number between 35 and 45. These are the minimum percentage grades used to represent any achievement below Level 1, and are not necessarily an indication of achievement that is "close" to a pass.

The Learning Skills and Work Habits area is one of the most important indicators of how your child is learning. The development of the 6 Learning Skills and Work Habits is indicated by E, G, S or N.

Information about individual course absences and the number of times your child has been late for class is reported here.

An "I" in place of a mark (Grades 9 and 10 only) is an indicator that key demonstrations of learning are missing or incomplete. On the final report card, an "I" indicates that no credit is granted.

Pay close attention to the comments that the teachers have written in these spaces. The teachers' comments for the various courses will be an indicator of:

- Your child's learning in each course
- Strengths that your child has demonstrated
- Areas of improvement, including Learning Skills and Work Habits
- Whether there is missing evidence of learning
- Next steps for your child

To parents/guardians and students: This copy of the report card is to be placed in the student's Ontario Student Record (OSR). To view provincial curriculum documents, visit the Ministry of Education website.