



Secondary Report Card Information and FAQs for Parents

Changes for 2016.17

- The letter grade will now be determined from evidence using student “products”, such as assessments and assignments. Letter grades will still be used to determine course credit and GPAs.
- Comment fields below each course allow teachers to type in student-specific comments. **A**
- Comment sections have been changed to reflect process skills, defined as “Qualities of a Learner.” **B**
- The Interim Reports will provide grades to date and numbered comments.

Parent Questions

How do I know what comments from the rubric really apply to my child?

If there is something specific to your child that the teacher would like to communicate that is not specified from the rubric, the teacher may include a typed comment found underneath that teacher’s course. We encourage parents to contact the teacher for questions regarding the rubric.

Should we see comments in each section as a 1, 2 or 3?

Yes. There will be a number comment for each of the Qualities of a Learner for your child (Self-directed Learner, Quality Producer, Collaborative Worker and Respectful Citizen).

Will I miss the specific number comments my child received on the old report card?

Not necessarily. The rubric captures areas in which parents can help improve or maintain their child’s skills in being a successful learner.

What does a letter grade reflect?

Letter grades should reflect academic factors and provide an accurate representation of what the students have learned compared to the established State Standards at the end of a marking period. Teachers should not include nonacademic factors related to work habits or class behavior.

Glossary of Terms

Qualities of a Learner –Behaviors, study skills and work habits that contribute to learning but are not included in an achievement grade.

Process skills– Criteria of skills that are associated with Qualities of a Learner (work completion, punctuality, organization, class participation).

Product – Criteria that is associated with academic performance (evidence from assessments and assignments; i.e. projects, tests, lab reports).

Philosophy of the Report Card- The primary goal of grade reporting is to communicate with parents and students about the student’s progress in demonstrating achievement of the State Standards (letter grade) and effort invested in the learning process (Qualities of a Learner) for each marking period.

BSD Middle/High School Report Card

Brandyrwine School District

Wilmington, DE

Principal:
Phone: (302)

| | | |
|---------------|-----------|--------------------|
| Student Name: | Building: | School Year: |
| Student ID: | Homeroom: | Reporting Periods: |
| | | 2016 M2 |

| Description | Teacher | MP1 | MP2 | MP3 | MP 4 | Final Exam | Final Grade | Learner | Producer | Worker | Citizen | Earned Credit |
|---|----------------|--------------|-----|-----|------|------------|-------------|---------|----------|--------|---------|---------------|
| Intro to Entrepreneurship | Buffet, W. | A | | | | | | 3 | 3 | 3 | 3 | 0 |
| Environmental Studies | Fossey, D. | A | | | | | | 3 | 3 | 3 | 2 | 0 |
| RTI 8th grade Reading | Walpole, S. | S | | | | | | 2 | 1 | 2 | 2 | 0 |
| RTI 8th grade Math | | D | | | | | | 3 | 3 | 3 | 3 | 0 |
| A Has demonstrated significant growth in making sense of problems and persevering in solving problems | Language Arts | Poe, E. | | | | | | 3 | 2 | 2 | 3 | 0 |
| | Social Studies | Hamilton, A. | A | | | | | 3 | 3 | 3 | 3 | 0 |
| | Science 8 | Einstein, A. | A | | | | | 2 | 3 | 2 | 2 | 0 |
| Math 8 | Findx, U. | C | | | | | 2 | 1 | 3 | 2 | 0 | |
| Needs to give consistent effort on a daily basis | | | | | | | | 2 | 1 | 3 | 2 | 0 |
| Computer Applications | Frampton, A. | | | | | | | 2 | 1 | 3 | 2 | 0 |
| | | | | | | | | 2 | 1 | 3 | 2 | 0 |

Rubric for Process Skills (Qualities of a Learner)

B

| Score | Self-Directed Learner | Quality Producer | Collaborative Worker | Respectful Citizen |
|-------|---|---|---|---|
| 3 | <ul style="list-style-type: none"> - Listens attentively all the time - Follows directions - Changes easily from one activity to another - Seeks help when needed - Works well independently | <ul style="list-style-type: none"> - Produces neat and organized work - Completes classwork on time - Completes homework on time - Work reflects ability | <ul style="list-style-type: none"> - Accepts constructive suggestions - Works well in groups of various sizes - Participates in discussions | <ul style="list-style-type: none"> - Demonstrates self-control - Follows school/classroom rules - Shows respect for property, self and others - Accepts responsibility for own action |
| 2 | <ul style="list-style-type: none"> - Listens some of the time - Some difficulty in changing from one activity to another - Needs guidance and direction from instructor some of the time - Struggles with staying on task | <ul style="list-style-type: none"> - Inconsistent completion of homework - turns in late work some of the time - Inconsistently completes classwork - Sometimes does not use time wisely | <ul style="list-style-type: none"> - Inconsistently responds or uses constructive suggestions - Sometimes needs to be moved from groups - Sometimes participates in classroom discussions | <ul style="list-style-type: none"> - Sometimes needs to be told he/she needs more self-control - Inconsistently follows rules of school/classroom - Is reminded on occasion to be respectful to others |
| 1 | <ul style="list-style-type: none"> - Struggles with listening and following directions on a regular basis - Is dependent on the instructor to move to a new transition - Needs to be redirected | <ul style="list-style-type: none"> - Little or no homework or classwork is completed - Work does not reflect ability - Work shows little effort | <ul style="list-style-type: none"> - Improperly uses suggestions - Does not respond positively to feedback - Is not able to work in a group setting - Does not participate in class | <ul style="list-style-type: none"> - Struggles with following rules of class and school - Makes excuses for behavior majority of the time - Is disruptive in class on a regular basis - Does not take ownership of his or her actions |

Expectations