

Dear Parents/Guardians,

February 8th and 9th 2012 3-Way Conferences

Following the report you will receive on the 18th of January at 5:00pm there will be 3-Way conferences held on Wednesday February 8th from 8:00am to 4:00pm and Thursday 9th 4:00pm to 8:00pm. All parents are welcome to make appointments, however teachers will initially request appointments with students that most need guidance at this stage of the year.

Teachers will request appointments with students who receive the following on their report card;

- A 2 or less in the academic grade
- A "D" grade for effort
- A report total less than 32 (MYP students) or 24 (DP students)

Heads of Year and subject teachers may also request appointments with parents to discuss other matters, on a case-by-case basis, in order to provide feedback on existing issues.

Please discuss your availability times with your child, and teachers will set up the appointments with them on, or near the times, you indicate on the attached appointments sheet. Appointments are available in 5-minute slots – subject teachers will make appointments of an appropriate length.

As a starting point for discussion please bring along your child's first semester report. Also bring along the goal-setting document that the students should complete as part of the reporting and reflection process.

Accompanying this letter is a description of the overall grades and the effort and commitment grade.

Yours sincerely,

Carol Larkin	Grant Rogers	Nick Cotton	Geoff Wheeler
Head of Secondary	IBMYP Coordinator	IBDP Coordinator	Vice-Principal

Explaining the RCHK Report Cards

There are usually two types of report cards included in a student's records being forwarded to another educational institution: mid-semester *interim* reports (Semester 1 only) and *end-of-semester reports* (Semester 1 / Semester 2). The **Semester 2** report card grades are considered the **final grades** for each subject area for that academic year.

On the interim subject reports there are **Overall Achievement Grades** and **Effort and Commitment** grades. The end-of-semester reports include performance **achievement levels** for **assessment criteria** that vary from subject to subject.

Overall Achievement Grades:

Each subject area has a specific set of **assessment criteria** with varying ranges of **achievement levels**. In each subject area, these achievement levels are mathematically summed and the resulting value is compared to a set of grade boundaries published by the International Baccalaureate (IB) in order to determine the **Overall Achievement Grade** in a 1-7 scale. In the table below are the general descriptors, as published by the IB, that correspond to each of these overall achievement grades.

Effort & Commitment Grades:

The students have an **effort and commitment** grade recorded for each subject. When awarding this grade, the classroom teacher has taken into consideration the following factors:

- punctuality to class
- organization of classroom equipment
- organization of notes and files
- completion of class work and homework
- motivation to be successful
- positive contribution to class in both group and individual situations
- inclusive use of language
- effective use of the student diary

The awarded grades have the following meanings:

- A** The student is conscientious in all areas almost all of the time.
- B** The student is conscientious in all areas most of the time.
- C** The student is generally conscientious; lapses in some areas.
- D** The student shows noticeable lapses in many areas.

International Baccalaureate – Overall Achievement Grades

Grade	General Grade Descriptors for Overall Achievement
1	Minimal achievement in terms of the objectives.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support .
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .