

2016 Report Card

In line with our Madressa vision of “**Nurturing a community that exhibits the features of Ahlul-Bayt (AS)**” it is important that teachers undertake observations of each student which will focus on key learning areas per student.

Twice in the Madressa Year, teachers are required to formulate a report on their Students' overall progress for parents and co-teachers to see how students are progressing in the Madressa.

For the Year 2016 Term Report Cards will be written at the end of Term 2 (by 5th Jun) and end of Term 3 (11th Dec).

It is important that teachers undertake observations in class to assist in formulating the context of their reports per child, and to make note of any key information they would like to share with parents via the report cards.

As a result of undertaking these observations, there are two key aspects which both students and teachers will be able to directly benefit:

1. The learning (including attitude towards learning) and progress of our students
2. A self-evaluation for teachers to measure their efficacy in imparting key lessons

Please note that the Report Cards are NOT a substitution of any assessments/homework etc. already done or will be undertaken but is an independent activity to put in writing qualitative information about a child's performance in class for the benefit of parents and other teachers and will become part of the child's annual progress report profile.

Proposed Methodology in undertaking the observations

1. Teachers should consider the key learning of the Term1 & Term 2 which they believe that **all students should know** at the end of Term 2.
2. Consider a **mixture of classroom activities & homework** for how these lessons will be observed for each student.
3. Using the grid provided below observe students to **identify their strengths and performance** in order to measure the following key areas:
 - **Participation:** *A student's ability to both learn from others and to allow others to learn from them. At one end of the spectrum there is complete disengagement from the lesson even after the teacher or peers have attempted to bring the student into a discussion / activity whilst at the other end there is an intelligent and well measured contribution in a meaningful way to discussions in class.*

- **Behaviour:** *How a student exhibits self control and manages their conduct in their interactions with their peers and also with the teacher. In addition to how a student also responds once they are aware that their conduct is not befitting a particular situation.*
- **Attitude Towards Learning:** *A student's interest, enjoyment and general approach within class in addition to demonstrating the ability to take an initiative and responsibility for their own learning.*
- **Knowledge:** *A student's demonstration of understanding of a particular topic and their ability to both relate to and apply lessons learned from that topic within their life and also to demonstrate how the lesson is applicable in the lives of others.*
- **Progress:** *This can be in any or all of the above spheres or in any other particular area where a teacher feels that a student has positively progressed. For term 1, progress will mean how the student has developed over any particular period of time since the start of term. Going forward, it is aimed that another round of observations will take place to measure progress since term 1.*

The above is simply a guide, and if staff members would like to interpret the above key areas in a way different to how they have been articulated above then they are welcome to do so. Providing there is consistency in how these are applied to each student there is no single direction enforced.

4. Either write or choose suitable comments from the suggested comments section below to complete the comments box in the grid below. **It is important that staff do try and complete this as it will act as an aide-memoire when providing feedback to parents and when its time to upload online.**
5. Transfer the observations to the Teachers Portal by 5th June 2016. These comments will then be visible to parents and should form base for the Parents Evening scheduled 16th of September 2016.

Possible activities / homework that could be set:

- Summary questions from the manual
- Homework (*please note homework guidelines on page 18 of the Teachers manual*)
- Worksheets to be completed in class
- Group presentation
- Role play
- Case studies
- Problem solving
- Further activities are provided at the end of this pack

Comments for good / excellent achievements / strengths

- Participates well during classroom discussions
- Always makes a valuable contribution to the class
- Demonstrates respectful demeanour in class

- Interacts well with peers
- Demonstrates emerging leadership skills
- Recalls factual information and offers interpretations and analysis of content
- Is able to relate classroom learning to real life experiences
- Always comes to Madressa prepared and ready to learn
- Is always respectful of adults and peers
- Shows willingness to engage in a range of activities e.g. discussions, debates, role play, written work, presentations
- Quick to acquire new learning

Comments for **good / satisfactory** achievements / strengths

- Frequently participates in classroom discussions
- Sometimes participates in classroom discussions
- Often makes valuable contributions to the class
- Makes some valuable contribution to the class
- Can recall factual information and is beginning to analyse this
- Is beginning to relate classroom learning to real life experiences
- Usually comes to Madressa prepared and ready to learn
- Can work effectively as part of a group
- Is able to acquire new learning
- Engages in a range of activities (give examples)
- Demonstrates respect for adults and other pupils

Comments for **working towards / satisfactory**

- Participates in classroom discussions with encouragement
- Rarely participates in classroom discussions
- Can make valuable contributions when encouraged
- Sometimes needs reminding to demonstrate respect to adults and other pupils
- Can recall some factual information
- Finds it difficult to recall factual information
- With support, can relate classroom learning with life experiences
- Finds it difficult to relate classroom learning with real life experiences
- Is able to shift attention to learning when reminded
- Finds it difficult to focus during lessons
- Often comes to class unprepared; without writing tools, homework incomplete
- Participates in group work (with encouragement)
- Prefers not to engage in group work
- Is able to acquire new learning with support
- Finds it difficult to acquire new learning

SIM Observation Template: Subject: _____

Class: _____

Name of Child	Strengths Observed	Next Steps (Possible Areas of Development)	Additional comments
XXX	Sometimes participates in classroom discussions Makes some valuable contribution to the class Can recall factual information	To engage more during classroom discussion To give examples to support his responses both in written work and orally	XXX is a bright boy but find it difficult to focus