

TOELICHTING BIJ HET VERSLAG / REPORT CARD

Schooljaar 2020-2021 (English version pages 3-4)

Beste leerling (en ouders/verzorgers),

Tijdens dit schooljaar schrijven de docenten drie keer een verslag over jouw voortgang op school: november, maart en juli. Het is bedoeld om jou, je ouders/verzorgers en de leraren inzicht te geven in welke vorderingen je maakt binnen de verschillende vakken. Binnen elk vak werk je aan meerdere leerdoelen. Leerdoelen maken duidelijk welke kennis, vaardigheden en leerhouding voor een vak belangrijk zijn. Je werkt aan deze leerdoelen om drie redenen: 1) om te ontdekken wat je interesseert; 2) om het functioneren van de maatschappij en jouw bijdrage daaraan beter te begrijpen; 3) om voorbereid te zijn op het leertraject waarmee je een diploma behaalt.

Het verslag wordt gebruikt om met jou, je ouders/verzorgers en leraren te overleggen wat beter kan. Dat gebeurt in de mentorles, de vaklessen en tijdens de 10 minutengesprekken met jou en jouw ouder(s)/verzorger(s). Je bepaalt welke doelen je hebt behaald en welke misschien (nog) niet.

Het gesprek over het verslag is ook bedoeld om te bekijken welk diploma je graag wilt halen, of dat realistisch is en wat je daarvoor nodig hebt. De mentoren vatten de voortgang samen op de eerste pagina van dit verslag. Je leest wat jouw perspectief van doorstroming en het besluit over de bevordering naar een diplomaprogramma of een volgende groep binnen of buiten DENISE.

Om alle leerdoelen en beoordelingstaken te halen is het belangrijk dat je aanwezig bij op school. Bij het verslag vind je daarom ook een overzicht van het aantal lessen dat je gemist hebt in schooljaar 2019-2020. Bekijk het overzicht en bespreek - indien aan de orde - wat je kan doen om geen lessen meer te missen.

Het verslag: drie onderdelen

Het geprinte verslag start met de mentorpagina. Daarna vind je per vak één pagina. Die pagina bestaat uit drie onderdelen: 1) een waardering van jouw vakkennis en - vaardigheden; 2) een waardering van jouw leerhouding; 3) een feedbackbox met geschreven tekst. Hieronder staan de drie onderdelen van het verslag uitgelegd.

1

Onderdeel 1. Jouw vakkennis- en vaardigheden (overall grade per objective OGPO)

In het verslag staan per vak een aantal leerdoelen genoemd waaraan je werkt. Het zijn algemene doelen waar je het hele jaar of zelfs een aantal jaren aan werkt. Jouw leraren bepalen in hoeverre je de leerdoelen hebt behaald op basis van jouw inzet en prestaties. De beoordeling vind je in de "WERK kolommen" in Magister. Voorbeelden van deze prestaties zijn (kennis)toetsen, werkstukken, optredens en presentaties.

2

Onderdeel 2. Jouw leerhouding (approaches to learning ATL)

Naast het verwerven van leerdoelen per vak, kijken jouw leraren ook naar hoe je het leren aanpakt. Ook dat is belangrijke informatie om te bepalen welk diplomaprogramma je aankunt. De leraren beoordelen samenwerking, zelfsturing, academic honesty en performance. De leraren beoordelen of er verbetering nodig (AN) is of je op koers ligt (OT) of excellent (EX) bent in de desbetreffende houding. Op pagina 5 & 6 lees je welk gedrag we verwachten.

3

Onderdeel 3. Tips: jouw volgende stap in het leerproces (next step in learning process NSIL)

Iedere vakdocent geeft in het verslag op basis van de prestaties tips voor de komende periode. De tips gaan over de volgende stap in jouw leerproces. De mentor en leraren verwachten dat je opschrijft wat je verbeteraanpak wordt. Tijdens de mentorlessen en 10 minutengesprekken bespreken we jouw aanpak.

Levels DENISE

In november, maart en juni beoordeelt de leraar per leerdoel jouw niveau en drukt dat uit in een level van 1 tot 5. Het beheersingsniveau is een belangrijke indicatie. Het geeft aan welk diplomaprogramma jij op basis van de verzamelde kennis, vaardigheden en begrip zou kunnen starten. Onderstaande tabel geeft een beknopte indicatie per level.

Level	Toelichting
1	Je hebt de eerste stap in het leren gezet.
2	Je bent op weg naar het minimumniveau voor DENISE.
3	Je hebt perspectief op doorstroming naar het MAVO (TL) diplomaprogramma.
4	Je hebt perspectief op doorstroming naar het HAVO diplomaprogramma.
5	Je hebt perspectief op doorstroming naar het VWO diplomaprogramma of IB programma.
0	Het leerdoel is wel behandeld maar je hebt geen prestatie geleverd of/en hebt niets ingeleverd. De docent kan daardoor niet beoordelen wat je kan. Het is dan nodig dat je alsnog een prestatie levert die kan worden beoordeeld.
V/NV	Voldaan of niet voldaan: het leerdoel is voor de betreffende periode wel of niet afgesloten.



In de MAVO en HAVO examenklassen 14m en 13h worden cijfers van 1 tot en met 10 toegekend. De beoordeling van de IB klassen 12, 13i en 14i is van 1 tot en met 7 en vindt plaats in Managebac.

Beoordeling NT2 en moderne vreemde talen Engels, Spaans en Frans

Bij Nederlands als tweede taal (NT2), Engels, Spaans en Frans wordt naast de vijf levels ook gebruik gemaakt van ERK-niveaus. ERK is de afkorting van Europees Referentiekader. In het Engels: the Common European Framework of Reference (CEFR). Het ERK beschrijft wat je in een vreemde taal precies moet kunnen om aan te tonen dat je deze taal op een bepaald niveau beheerst. Er zijn afspraken gemaakt voor zes niveaus: A1, A2, B1, B2, C1 en C2. Het niveau wordt bij Engels in kaart gebracht met onder andere een TOA-toets en een Taalportfolio bij NT2 voor schrijven, lezen, spreken en luisteren.

In het verslag zie je op welk ERK-niveau een toets is afgenomen. Een beoordeling van minimaal 80% geeft aan dat je goed op weg bent. Hieronder zie je per groep welk niveau je voor NT2 moet halen om door te stromen. Het niveau geldt voor de lezen, luisteren, spreken en schrijven. Het lesprogramma is er op gericht dat in LA gewerkt wordt naar niveau A1, in LB naar A2 en zo verder. Het behalen van het niveau is niet in alle gevallen een voorwaarde voor doorstroming. De leraren die aan jou lesgeven bepalen naar welke groep je gaat en wanneer. Een level verwijst naar de rubric die bij de beoordelingstaak hoort.

Groep	Advies ERK-niveau Nederlandse taalverwerving (NT2)
Taalklas T1/2/3	niveau 0 naar A2
Taalklas T10 + T11	niveau A2 naar B1
Groep 12i	minimaal A2
Overige groepen	minimaal niveau B1 op alle taalvaardigheden

Meer informatie over onze aanpak?

Bekijk onze documentenoverzicht: <https://denise.espritscholen.nl/home/nederlands/documenten/>

Met vriendelijke groet,
Luc Sluijsmans
Rector

EXPLAINING THE REPORT CARD IMYC, LANGUAGE CLASS, CAREER

School year 2020-2021 (Nederlandse versie pagina 1/2)

Dear student (and parents/guardians)

Your teachers will write in a report card in November, March, and July about your progress in school. This report card will be a visible chart of your development thus far. The report card is for you to see and reflect on, but also for your parents/guardians and your teachers. Your subject teachers will each assess you on the different learning goals for the term. These learning goals will tell you what knowledge, skills or approaches to learning are necessary for each subject. The three reasons you work towards these learning goals are: 1) they help you discover your interests; 2) they help you understand the society you live in and how to contribute to it, and 3) they will help you prepare for a diploma program.

The report card is a way for you to reflect - during your mentor lessons, in your subject lessons with your subject teachers, and during the 10-minute parent-teacher meetings. In these meetings, you will talk about the goals you may have achieved already and the ones you need to address. These meetings will also be used to talk about your diploma program options and what you would need to make this a realistic option.

The mentor page has a comment written by your mentor. On this page, your mentor includes a general evaluation of your learning progress and feedback for future learning. You will also find a summary of prospects, opportunities and your teachers' advice for a diploma program internally at DENISE or externally.

It is essential that you are present in school to achieve all learning objectives and assessment tasks. With this report, you will also find an overview of how many lesson hours you missed during the 2019-2020 school year. Please check this overview and evaluate (if necessary) how you can improve your presence.

The report card: three parts

The hard-copy report card starts with the mentor comments. The subject pages are written by your subject teacher(s). Each page includes three different but equally important sections: 1) a chart of subject goals and skills; 2) your approaches to learning skills and 3) a feedback box with written text; The different sections are explained below:

1

Part 1. Overall grade per objective (OGPO)

Learning objectives and similar learning goals are formulated for each subject. You will have a whole year to work on these goals. At several moments, the teachers will determine how well you have performed against these learning goals based on effort and assignments. You will find them in Magister in the 'columns WORK'. Examples of assessment tasks are tests, papers, performances, and presentations.

2

Part 2. Approaches to learning (ATL)

Besides working on your subject-specific knowledge and skills, each teacher also stimulates you to develop skills that help you 'learn to learn': your approaches to learning. These skills include collaboration, self-management, academic honesty and performance. Your development in these skills is also significant to indicate which diploma program is attainable. Each teacher evaluates these skills on a scale with three standards: Attention needed (AN), on-track (OT), or excellent (EX). See page 5 and 6 for an explanation.

3

Part 3. Learning Advice: your next step in the learning process (NSIL)

Each teacher gives you feedback on your performance during the previous term. Your teachers will provide you with advice for the next step in your learning process. Make sure you use the feedback and talk about it during mentor lessons and parent meetings.

Levels DENISE

In December, March, and June, the teacher determines your overall level using a 5-point scale. Below you see what these numbers indicate about your perspective for a Diploma Program:

Level	Explanation
1	You took a first step in learning.
2	You are making steps to reach the minimum standard at DENISE.
3	You have the perspective to be admitted to a MAVO Diploma Program (minimum standard at DENISE).
4	You have the perspective to be admitted to a HAVO Diploma Program.
5	You have the perspective to be admitted to VWO Diploma Program or International Diploma Program.
0	The teacher cannot evaluate the learning goal because you did not hand in the work that is needed for evaluation. You are then asked to hand in the required evidence as soon as possible.
V/NV	Completed (or not)



In the MAVO and HAVO exam classes 14m and 14h students receive grades between 1 and 10. The grading of the IB classes 12, 13i and 14i is from 1 till 7 and will take place in Managebac.

Assessment Dutch as a second language (NT2) and Languages English, French and Spanish

The subjects NT2, English, French and Spanish use CEFR-levels as part of the assessment. CEFR is the abbreviation for Common European Framework of Reference. In Dutch: het Europees Referentiekader (ERK). The CEFR-level is an international standard of levels of language ability. There are six levels: A1, A2, B1, B2, C1, and C2. The school uses tests (English) and a Language Portfolio (NT2) to assess levels of reading, speaking, writing and listening. A rating of at 80% on an assessment indicates the next level is attainable in that skill. In the following table, you will find the advised minimum level per group for all the skills. This level means your overall level for reading, speaking, writing and listening. Achieving a CEFR level is not the only requirement for starting in a new group. Your teachers will decide which group you will start and when.

Group	Advised ERK-level Dutch
Language class T1/T2/T3	level 0 to A2
Language class T10 + T11	level A2 to B1
Group 12i	level A2 for all language skills (minimum)
Other groups	level B1 for all language skills (minimum)

More information about our approach?

See: <https://denise.espritscholen.nl/home/english/documents/>

Kind regards,
Luc Sluijsmans
Principal

Explanation Approaches to Learning (ATL)

Besides working on your subject-specific knowledge and skills, each teacher at DENISE also stimulates you to develop skills that help you 'learn to learn': your approaches to learning. These skills include collaboration, self-management, academic honesty and conceptual thinking, see tables on these pages for an explanation. Your development in these skills is also important to indicate which diploma program is attainable. Each teacher evaluates these skills on a scale with three standards, see skill level descriptors.

Skill Level Descriptors

Excellent	EX	You are demonstrating this skill consistently. You meet the expectations for the course and are getting close to mastering the skill. You rarely need further instruction or practice. Words used here: consistent, always
On-track	OT	You are on-track to meet expectations. You are practicing and developing the skills needed. There are no concerns about your development here, though you have not "mastered" the skill yet. Words used here: mostly, often
Attention needed	AN	You should focus on this skill and seek opportunities for feedback and practice. There are some concerns about your development in this skill or it may not be sufficient at this point in the programme. Words used here: rarely

Collaboration

Excellent	You consistently demonstrate effective collaboration skills. You can be relied upon to work as a team member in a group or to lead the group and guide classmates in completing a task. You communicate effectively and respectfully with your classmates and teachers.
On-track	You often demonstrate effective collaboration skills with your classmates. You can often be relied upon to work as a team member in a group. You often communicate effectively and respectfully with your classmates and teachers.
Attention needed	You have difficulty collaborating effectively with classmates. You can rarely be relied upon to complete your part of a task. You may have difficulty communicating effectively or respectfully in a team or with teachers.

Academic Honesty*

Excellent	<ul style="list-style-type: none"> You are academically honest in the creation of your work. You consistently reference and cite your sources according to the requirements of the course.
On-track	<ul style="list-style-type: none"> You are academically honest in the creation of your work. You often reference and cite your sources according to the requirements of the course, though you could be more consistent in this.
Attention needed	<ul style="list-style-type: none"> You are inconsistent in your use of referencing sources or in creating original work, resulting in plagiarism or other sorts of academic malpractice.

* You can see the criteria for each year group starting on page 10 of the [Academic Honesty Guidebook](#).

Self-management

Excellent	<ul style="list-style-type: none"> You consistently manage yourself during lessons, demonstrating organisational and planning skills. You take advantage of opportunities to reflect and apply feedback to improve. You organise your school work and notes to ensure you meet deadlines for homework and other assessments. Your work consistently demonstrates effort and attention to task expectations. You consistently demonstrate creative thinking by generating ideas and questions on your own. You consider different approaches and strategies when trying to solve problems. When approaching new situations, you apply what you have learned in the past.
On-track	<ul style="list-style-type: none"> You often manage yourself during lessons, often demonstrating organisational and planning skills. You often take advantage of opportunities to reflect and apply feedback to improve. You try to organise your school work and notes in order to meet deadlines for homework and other assessments. Your work often demonstrates effort and attention to task expectations. You often demonstrate creative thinking by generating ideas and questions on your own. You often consider different approaches and strategies when trying to solve problems. When approaching new situations, you try to apply what you have learned in the past.
Attention needed	<ul style="list-style-type: none"> You have some difficulty managing yourself during lessons and/or you rarely come to the lesson prepared. You rarely take advantage of opportunities to reflect and apply feedback to improve. More attention should be paid to organisation and planning to help you meet deadlines for homework and other assessments. Your work often does not reflect the level of effort expected or it does not meet task expectations. You rarely demonstrate creative thinking and often need help generating ideas and solutions to problems. You are rarely able to transfer what you learned in the past to new situations.

Conceptual Thinking

Excellent	<ul style="list-style-type: none"> You consistently show connection to your creative processes and you can reflect on your work as a creative statement. You are conscious of the function of art and the movement it can bring in a society and can share this in class discussions and collaborations. Your listeners/viewers are able to hear or see that you have the creative ability to translate social themes to a production or performance, demonstrating a deeper thinking level in the creative choices you have made.
On-track	<ul style="list-style-type: none"> You often show connection to your creative processes and reflect on your work as a creative statement. You try to be conscious of the function of art and the movement it can bring in a society and you try to share this in class discussions and collaborations. Your listeners/viewers are sometimes able to hear or see that you have the creative ability to translate social themes to a production or performance, demonstrating a deeper thinking level in the creative choices you have made.
Attention needed	<ul style="list-style-type: none"> You rarely show connection to your creative processes and you are not able to reflect on your work as a creative statement yet. You have difficulty understanding the function of art and the movement it can bring in a society and are not yet able to share these thoughts in class discussions and collaborations. More attention should be paid to your ability to translate social themes to a creative product performance, so that you can show a deeper thinking level in the creative choices you have

