

Communicating and Reporting Student Achievement Procedure

RATIONALE:

The implementation of this policy will result in:

- clear communication to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course.

TERMINOLOGY:

Parent: The term “parent” throughout this Procedure is intended to be inclusive and represent parent, guardian and caregiver.

Evaluation: The process of judging the quality of student work based on established criteria to identify how well students have achieved the curriculum expectations.

Reporting: The process of providing students and parents with clear, detailed and straightforward information regarding how well the student is progressing and achieving in relation to provincial learning expectations, curriculum expectations, and the learning skills/work habits required for effective learning.

PROCEDURES:

1.0 Responsibility

1.1 The Principal:

- 1.1.1 supports teachers to communicate information on assessment and evaluation to students and parents early in the school year and semester, and at other appropriate points during the year or course.
- 1.1.2 informs parents of the expectations for their children and supports teachers to communicate information that parents can use to support their children’s learning.
- 1.1.3 ensures that all teachers complete the Elementary Progress Report Card and Elementary Provincial Report Cards or Secondary Preliminary Progress Report and Provincial Report Cards, Grades 9 -12.
- 1.1.4 supports teachers to communicate with students and parents about student achievement continuously throughout the course, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports.

Communicating and Reporting Student Achievement Procedure

- 1.1.5 supports Grades 1 – 8 homeroom teachers to consult and/or collaborate in the completion of the learning skills and work habits section of the Elementary Progress Report Card and the Provincial Report Card.
 - 1.1.6 ensures that teachers' comments on Report Cards address what students have learned, describing specific student strengths and next steps for improvement.
 - 1.1.7 collaborates with teachers and/or Student Success when an "R" or a percentage mark below 50 percent is used on a report card, to develop appropriate plans or strategies to promote success.
- 1.2 The teacher:
- 1.2.1 communicates information on assessment and evaluation to students and parents early in the school year and semester, and at other appropriate points during the year or course.
 - 1.2.2 communicates to parents information on the expectations for their children and information that parents can use to support their children's learning.
 - 1.2.3 completes the Elementary Progress Report Card and Elementary Provincial Report Cards or Secondary Preliminary Progress Report and Provincial Report Cards, Grades 9 -12.
 - 1.2.4 communicates with students and parents about student achievement throughout the term or course, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists and informal reports.
 - 1.2.5 for Grades 1 – 8 homeroom teachers consult and/or collaborate in the completion of the learning skills and work habits section of the Elementary Progress Report Card and the Provincial Report Card.
 - 1.2.6 in Report Card comments, address what students have learned, describing specific student strengths and next steps for improvement.
 - 1.2.7 when an "R" or a percentage mark below 50 percent is used on a report card, in collaboration with administration and/or Student Success develop appropriate plans or strategies to promote success.

Communicating and Reporting Student Achievement Procedure

2.0 Roles

- 2.1 Communicate information on course/grade expectations, assessment and evaluation to students and parents early in the school year, course or semester.
- 2.2 Provide on-going communications to students and parents about student achievement throughout the term or course.
- 2.3 Complete the progress reports and provincial report cards as per the directions in the appendices.
- 2.4 For Grades 1 – 8 homeroom teachers consult or collaborate with all teachers of the student to complete the learning skills and work habits section of the reports.
- 2.5 Consult with administration and/or Student Success to develop plans or strategies to improve achievement for students whose achievement is below level 1 or 50 percent.
- 2.6 Contact and consult with parents in the development of plans or strategies to improve achievement for students whose achievement is below level 1 or 50 percent.