

École Élémentaire ARDROSSAN Elementary School



2015-2016

Communicating Student Learning:

A Guide to Reporting Student Assessment, Achievement and Growth Grade K-6 (Draft)

AEL and EIPS views parents and guardians as the key influence in a child's life. Understanding how a child is achieving in school, and how to support that achievement is integral to success in school. At AEL and Elk Island Public Schools, we believe that every student can learn and experience success. One of the ways we help students to learn and succeed is to carefully evaluate their achievement and growth and to share that information with parents and guardians.

This guide will help parents and guardians understand:

- what assessment is;
- the responsibilities of staff, students, parents and guardians;
- how and when achievement information will be reported;
- how we determine marks and grades; and
- the steps we will take when schoolwork is missing or incomplete.

For further information regarding the communication of student learning at AEL please contact:

Ecole Elementaire Ardrossan Elementary School

53131 Range Road 222

Ardrossan, AB

T8E 2M8

PH: 780.922.2066

FAX: 780.922.5787

Principal: Judy Whetstone

Assistant Principal: Helene Hewitt

What Is Assessment?

Assessment is the process of collecting information about student achievement. In essence, assessment tells us not only what students have learned but how well they have learned it. Teachers regularly gather information about students' learning through a variety of assessment tools. These tools can include conversations, observations, the submission of student work and tests or quizzes. Through these feedback opportunities, teachers determine students' areas of strength and the areas in which students may need more time or practice. All of these opportunities allow teachers to give parents and guardians a clear and accurate picture of student achievement and growth.

Assessment must be based on the knowledge and skill areas as outlined in the Alberta Programs of Study or a student's Instructional support Plan (ISP). Teachers cannot use a child's behavior, effort or work habits to determine grades or marks unless otherwise stated in the Alberta Programs of Study.

Supporting Student Achievement and Success

We all have a role to play in supporting and helping children experience success in school.

Parents and guardians can support a child's learning by:

- working in partnership with the school staff;
- providing time and a place for children to practice and complete assigned work at home;
- ensuring the regular attendance of their children;
- staying informed about school events and keeping in touch with school staff; and
- attending Student-Parent-Teacher conferences.

Teachers will help children succeed by:

- providing appropriate programming for each child;
- clearly explain what is expected of each student and how student work will be graded and reported;
- ensuring students have multiple opportunities and ways to demonstrate their learning;
- giving students the opportunity to complete missed assessments and activities;
- keeping detailed, accurate information describing student successes and challenges;
- providing timely and ongoing communication with parents/guardians, students and school administration.

Students have a responsibility for their own learning and are expected to:

- come to school every day and on time;
- complete assignments, projects and tasks to the best of their ability;
- participate in activities to celebrate learning;
- consistently demonstrate their learning; and
- take advantage of opportunities to revise or redo assessments to demonstrate their learning.

Determining Student Progress Report Grades

Teachers consider multiple sources of evidence and use professional judgement to determine student progress report grades.

Formative Assessments

Throughout the year, students will be given opportunities to participate in or work on many activities which will help them improve their knowledge and skills. These practice assignments, projects or other activities will show teachers the areas in which students need more practice and where students can improve. These are called formative assessments. Teachers use formative feedback to help guide their instructional plans and to offer students more ways in which they can demonstrate their learning.

Summative Assessments

Summative Assessments are given to give students a chance to "show what they know". Using their judgement as professionals, teachers consider summative assessments, observations and conversations with student in determining student progress report grades.

Our Communication Plan for Reporting Student Achievement

Although there are three formal reporting periods, communication with parents and students about student achievement will be continuous throughout the year. Communication may include: parent-teacher or student-parent-teacher conferences, portfolios or student work, student-led conferences, interviews, phone calls, checklists and informal reports.

AEL Reporting Periods and Conferences

Term One

Wednesday, October 21, 2015 – Student-Parent-Teacher Interviews 4:30-7:30 p.m.

Thursday, October 22, 2015 – Student-Parent-Teacher Interviews 4:30-7:30 p.m.

Friday, November 27, 2015 – Student Progress Reports Sent Home

Term Two

Wednesday, February 24, 2016 – Student Demonstration of Learning 4:30-7:30 p.m.

Thursday, February 25, 2016 – Student Demonstration of Learning 4:30 – 7:30 p.m.

Wednesday, March 23, 2016 – Student Progress Reports Sent Home

Term Three

Tuesday, June 28, 2016 – Student Report Cards Sent Home

