

School Plan for Communicating Student Learning

Introduction

The Halifax Regional School Board has developed an Assessment, Evaluation, and Communication of Student Learning Policy based on guidelines from the Department of Education. As part of the policy, our school has developed a plan to communicate student learning to parents and the community. The school plan will explain what we do at the school to assess and evaluate your child's learning and achievements.

At Saint Mary's Elementary we are learning new strategies to implement an approach teaching and learning which is called the "**Outcomes Framework**". Outcomes are expectations that state what children are expected to know and be able to do at various points in their development. This document will explain how we intend to communicate these expectations and how your child will be assessed in relation to them.

WHAT CHILDREN LEARN

Teachers are provided by the Province with curriculum guides that describe what children are expected to know and be able to do at various points along a continuum of learning in each curriculum area. In reading for example, there are clear

descriptions of each stage a reader goes through (emergent, early, transitional and fluent). For each stage there are "outcomes", which indicate the knowledge and skills that typify that level of ability. We have outcomes for all curriculum areas from Mathematics and English Language Arts, to Music, Art, French, Science and Physical Education.

Informing Parents of Student Progress

Teachers may contact parents at times other than the set report dates. Contact may be made by phone, interview and/or written notification about a child's progress. Parents should also feel free to contact teachers regarding their child's progress either through a note, a phone call or by an appointment.

Parents who have a concern about their child's progress or any other issue regarding their child should first contact the child's classroom (or subject) teacher. Following this, parents who wish may contact the principal.

The Report Card

Grades and report cards will be based solely upon individual learning and will accurately reflect achievement of the outcomes as defined by the provincial curriculum and/or individual program plan. As such, individual student achievement will:

- Be measured against defined curriculum outcomes rather than compared to other students or measures of individual academic growth;
- Not be based on measures such as students' social development and

work habits, bonus points, student absence, missed/late assignments, group scores, neatness, etc.

Identification, Assessment, Referral, and Programming for Students with Special Needs

The school is committed to supporting the learning of all students. Students who are identified needing adaptations to their program or in need of an Individualized Program Plan (IPP) will be referred to the school's program planning team. Teachers will communicate to parents the programming adaptations required for assessing and evaluating achievement and growth relative to the expected learning outcomes. IPP's will include how the student's progress and achievement will be assessed, evaluated, and communicated. When reporting on the achievement of students on IPP's, evaluations will be based on the student's progress in meeting the specific individualized outcomes

Methods of Assessing Student Learning

Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the learning outcomes in a subject or course. The action that is taken in response to an assessment determines its formative or summative nature. **Evaluation** is the process of analyzing, summarizing and making decisions based on the information gathered.

Formative Assessments (Assessment for Learning) are ongoing assessments that take place during the teaching and learning process *for the purpose of* showing growth over time, determining student needs, planning next steps in instruction, and providing students with descriptive feedback. Assessments become formative when teachers use the information gathered to adapt their teaching in order to meet the needs of students.

Summative Assessments (Assessment of Learning) are assessments that take place at the end of a period of learning *for the purpose of* determining the extent to which learning has occurred. In **assessment of learning**, the teacher assesses students' achievement of the outcomes. These assessments are used to make statements about student learning to those outside the classroom.

At Saint Mary's Elementary staff uses a variety of ways to assess student progress:

- **Reading Records** teachers gather information about student strengths to plan next steps for further learning.
- **Observation/Anecdotal Records/Checklists** specific methods that support continuous gathering of information on student learning.
- **Rubrics** are specific criteria that the teacher or class establishes for an activity or a piece of work, against which their work will be measured.
- **Work samples** collected and dated daily assignments.
- **Reports, projects, presentations**

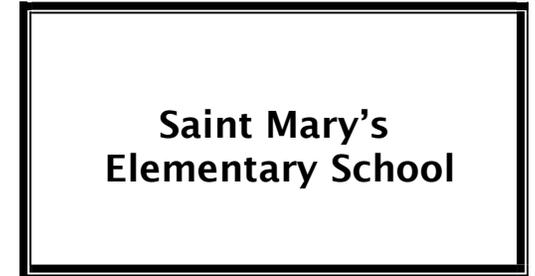
- **Goal Setting**
- **Questioning and conferencing**
- **Class Tests and quizzes**
- **Self and peer evaluation** (student reflect on their work and ask for feedback from their peers)
- **Portfolios**

While no one teacher would necessarily use all of the above with each student, every teacher at Saint Mary's is committed to a balanced and fair approach to assessing student learning.

CALENDAR OF EVENTS

2018-2019

- Sept. 26 - Curriculum Night
- Nov. 1 - Multicultural Night
- Dec. 5 - Report Cards go home
- Dec. 6 - Parent-Teacher Conference
- February 28 - Family Dance
- Apr. 9 - Report Cards go home
- Apr. 10 & 11 Parent Teacher Conference
- May 31 -Spring Fair
- June (TBA) - Field Day
- June 28 - Final Report Cards



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*Created in accordance with the
Halifax Regional School Board
Evaluation & Communication of
Student Learning Policy*