

## Communicating Student Learning

Assessment, evaluation, and the communication of information about student learning are essential components of the educational process. The purpose of the Crichton Park School Plan for Communicating Student Learning is to provide information to parents/guardians regarding:

- what we do at the school to assess and evaluate student learning
- how we communicate learning expectations and achievements.

## Definitions

**Assessment** is the act of collecting information on student progress and achievement using a variety of tasks designed to monitor and improve student learning.

**Formative Assessments** 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** 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 (assessing students' learning of the outcomes). These assessments are used to make statements about student learning to those outside the classroom.

**Evaluation** is the act of analyzing assessment information for the purpose of providing feedback about student learning.

**External Large-Scale Assessments** are assessments and evaluations that are designed by a group outside the school in order to collect data for use at the national, provincial, regional, school and classroom levels.

**Expected Learning Outcomes** are the goal statements prescribed by the Department of Education that indicate what teachers are expected to teach and students are expected to know and be able to do for each grade level (see <http://www.ednet.ns.ca/index.php?sid=865172598&cat=1&t=1>). These goal statements are the general and specific outcomes that make up the written curriculum. The written Department of Education provincial curriculum outcomes are aligned with all assessments and instructional practices.

## Assessment and Evaluation Tools

Effective assessment practices include multiple and varied opportunities for students to demonstrate their achievement of learning outcomes. These include, but are not limited to:

- Rubrics (Numeric values are used with this assessment tool. When teachers analyze assessment information over a term, a letter value is used for the Report Card.)
- Work samples/Portfolios
- Journals
- Reports/Projects/Presentations
- Models
- Performances
- Tests/Quizzes
- Peer and Self Evaluations
- Observations/Anecdotal Records/Checklists
- Student Lead Conferences
- Reading Records
- Questioning
- Goal Setting

## Planning for Students with Special Needs

Crichton Park School has an established, proactive process for the identification, assessment, and program planning for students with special needs. Classroom teachers, resources/learning centre teachers, and parents may initiate and/or assist in identifying students with special needs, or who require extra support. Through the *program planning process*, students with special needs are supported in the achievement of the provincial learning outcomes and/or the student's individual program plan (IPP). An IPP is a statement of annual individualized outcomes and specific individualized outcomes based on the student's strengths and needs. When reporting on achievement of students on IPPs, evaluations will be based on the student's progress in meeting these individualized outcomes.

## Tools For Communication

Parents/guardians will be informed of student learning in a variety of ways, some on a school wide basis and others particular to individual classes and teachers. These may include, but are not limited to:

- Curriculum sessions
- Open house
- Student Agendas
- Phone calls
- Newsletters
- Report Cards
- Communication Notebooks
- Parent/Teacher Conferences
- Email
- Class Websites

## Classroom Assignments

Students will be provided with multiple opportunities to demonstrate progress toward achievement of the outcomes. Students, in consultation with their teachers, are responsible for completing all classroom assignments. At the discretion of the teacher, a due date may be extended if an assignment is missed. Students who do not adhere to an extended deadline will have missed that opportunity to demonstrate achievement towards the outcomes addressed in that assignment.

## Parent Concern Protocol

Our staff is committed to addressing parent/guardian concerns in an efficient and respectful manner. Parents/guardians are asked to address a matter of concern with the teacher first. If the concern is not resolved, a follow up meeting will be arranged with the administration. Our goal is to resolve the issue in a climate of mutual respect, keeping in mind the best interest of the child.

## Review of the Communicating Student Learning Plan

The Communicating Student Learning Plan is reviewed and revised by the principal in consultation with the staff and the School Advisory Council. This review takes place annually.

# Crichton Park School



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2017-2018

*We value a collaborative approach to educating children. Our communication plan will outline how we assess and evaluate your child's learning and how this information will be communicated to you.*

## Reporting

In addition to the ongoing communication of your child's progress, you can also expect to receive three progress reports. The first reporting period covers September-November, the second covers December-March, and the third reporting period spans from April-June. Report cards will be sent home the last day of November, the last week of March, and at the end of June. Curriculum planning and assessment are focused on the learning outcomes outlined in provincial curriculum guides. The report will provide information about your child's progress in meeting these outcomes.

There are two parent-teacher conferencing periods, the first in December and the second in April. Parents are not limited to the scheduled conferencing time and are encouraged to make an appointment with the teacher to discuss their child's progress at other times if they feel it is necessary. Your child's teacher can be reached by calling the school or via email.

Sometimes you will receive assessment reports from the Department of Education or from teachers who are looking further into the learning style of a student. Those reports will aid in programming and will involve parents and school personnel working together for student achievement.

We encourage parents/guardians to participate in the various school events. These opportunities will prove helpful in understanding the complexities of teaching and learning.