Caldwell Road Elementary
Communicating Student Learning
2018/2019

Introduction

The Halifax Regional Centre for Education has developed a Student Assessment and Evaluation Policy based on guidelines from the EECD (Education and Early Childhood Development). As part of the policy, our school has developed a plan to communicate student learning to parents and guardians. This school plan will explain what we do at the school to assess and evaluate your child's learning, and how we will communicate to you our expectations for learning and achievements. In some cases, the communication process may be adapted in order for parents and guardians to be clear on their child's development.

Assessment & Evaluation

Improving student learning is the primary purpose of assessment and evaluation. Since assessment and evaluation are integral parts of the same reflective process, it is important to be clear on what each term means.

- Assessment: is the systematic process of gathering information on student learning
- Evaluation: includes analyzing, reflecting upon, summarizing and then making decisions/judgments based upon the assessment information gathered.

Assessment & Evaluation Tools

Teachers use many of the following tools to ensure a balanced assessment.

- Work Samples – daily assignments
- Reports/Projects/Presentations – formal assignments extending over a period of time which demonstrate student understanding of the topic.
- Performances – skits, puppet shows, public speaking, debates, plays, role playing, singing and dance.
- Observations/Anecdotal Records/checklists – these are methods used to continuously collect information on student learning
- Journals/Responses/Reflective Writing – expressive writing often shared with a variety of audiences.
- Test and Quizzes – a written or oral response to questions on a specific topic
- Running Records – structured assessment tools to determine reading progress.
- Portfolios – a collection of student/teacher selected work that chronicles student progress over a period of time.
- Conferencing – a discussion, student to student or student to teacher, regarding student work.
- Formal Screening Tests – generally completed by support staff, these tests help to determine future plans for student learning.
- Questioning – the use of question and answer in various settings to determine what a child knows.
- Rubics – identifies and describes the criteria used to assess student performance.

Teachers use all gathered information to evaluate student learning. Evaluation involves weighing and balancing the information using professional decisions. Teachers are aware that students have different strengths and different ways of learning, as well as various ways of demonstrating their learning. Knowing where children are in relation to the expected learning outcomes is essential for planning for success. It is important for teachers to share this information with students and parents/guardians that we can elaborate in supporting your child's learning.

Communicating Student Learning

Just as there are a variety of ways of assessing student learning; there are many ways that information may be communicated to others. The following list gives the methods that may be used to communicate student learning:

- Curriculum Nights (September)

- Monthly Newsletter
- Calendars
- Students' Homework (interactive for parents/guardians and students) Homework notebook
- E-mail
- Home Reading Programs
- Phone calls
- Performances
- Conferences
- Report Cards

* Some of the above mentioned methods of communicating student learning in relation to expected outcomes will be undertaken on a school-wide basis and others may be specific to individual classes and teachers.

School Report Cards

The Halifax Regional Centre for Education report card for elementary schools will enable the teachers to provide effective communication to parents/guardians regarding student learning.

The school year will consist of three terms. The first reporting session will end in November, the second in March and the final session ends in late June. The narrative comments in these reports along with letter grades/developmental codes will provide information about your child's progress in meeting the learning outcomes outlined in our provincial curriculum guides.

Reporting on student learning should be clear and accurate. Caldwell Road Elementary School will use a variety of methods and opportunities to communicate your child's progress and achievement. There will be two scheduled conferences each year (Parent/Teacher or Student-Led Conferences).

Conference sessions will focus on your child, recognizing his/her strengths. Areas for further development will be approached in a collaborative, problem solving manner, which will best meet the interest of the child.

* Teachers may contact parents/guardians at times other than the set report dates. Contact may be made by phone, interview and/or written notification about a child's progress. It is our wish for parents/guardians to be full participants in the learning process of their children.

Parent Concern Protocol

Parents/guardians who have a concern regarding their child's progress should contact the child's classroom or subject teacher. Following this, parents who wish may contact the principal. If necessary the Parent Concern Protocol could be enacted.

Students with Special Needs

Caldwell Road Elementary School has established a process for the identification, assessment and program planning of children with special needs. When a child has been identified, a referral is made to the school planning team. The Program Planning Team (PPT) may be made up of an administrator, parents/guardians, the classroom teacher, school psychologist, resource and/or learning centre teacher, other teachers, and support staff members.

Parents/guardians are consulted and written permission is required for any formal individual testing. Parents/guardians will be informed of the test results, which will be used in making adaptations to the student program or developing an Individual Program Plan (IPP) for the student. The program planning team, including parents, will be involved in making adaptations or developing an IPP for the student.

Homework Policy

Homework has one or more of the following three purposes:

• **Prepare** information or materials for future learning activities (e.g., gather resources, read something for a class discussion, or rehearse for a presentation).

• **Practice** new knowledge or new skills (e.g., read for pleasure, practice physical skills, practice a musical instrument, use new knowledge to complete a project, or practice basic literacy and math skills).

• **Enrich** students' understanding of a topic and apply it in new ways (e.g., research local news, investigate a science experiment, write daily or weekly reflections in a journal, or apply skills to a class project).

The purpose of homework will vary by grade and subject:

Homework assigned in grades primary–6 will:

- – enhance student learning of foundational skills in reading and math (e.g., reading for pleasure, educational games)

- – gradually introduce time to practice or apply learning in other subject areas

- – promote healthy growth and development (e.g., practicing physical skills, interviewing family members)

Vacation During Regular School Time

If children are to be away for extended periods of time, teachers will not be able to prepare large quantities of work for children to take with them. Many activities in the classroom are hands-on and outcomes can not be addressed through sheets and handouts. Parents are asked to meet with the teacher to discuss your child's needs. When possible, please book holidays during regular school breaks.