

## 602: COMMUNICATING STUDENT LEARNING (P)

Approved: 20 03 10

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### **POLICY**

**The Board of Education is committed to communicating student learning to parents/guardians in ways that are clear, meaningful and ongoing. The Board's policy for communicating student learning is required by Ministerial Orders and Regulations authorized under the School Act and based on the principles and practices that contribute to effective communication of student learning.**

**The purpose of communicating student learning is to inform students and parents/guardians of student progress and achievement over time. Student performance is assessed in relation to prescribed learning standards, competencies and/or student-specific goals and is based on evidence collected through various assessment activities during an instructional period. Educators use performance standards and professional expertise to make judgments about student performance in relation to learning standards, competencies and/or student goals.**

**Provincial policy for communicating student learning requires that parents or legal guardians be provided with both formal written and informal reports on student learning each school year. To be considered either a formal or informal communication with parents/guardians, reports must**

- **be in relation to prescribed learning standards, competencies and/or student-specific goals**
- **be based on authentic evidence of student learning, and**
- **provide descriptive feedback**

**The regulations below outline local expectations and requirements for communicating student learning at both elementary and secondary levels.**

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### **Regulations**

#### **1.0 ELEMENTARY (K-7)**

- 1.1 In relation to prescribed learning standards, competencies and/or student-specific goals, communicating student learning focuses on

- a. describing what the student is able to do
  - b. areas for improvement, and
  - c. ways to support the student's learning
- 1.2 Formal/Informal Progress Reporting – a minimum of
- a. two formal written progress reports, mid-year and end of school year
  - b. three informal progress reports, including fall and spring learning conferences
- 1.3 Performance indicators rather than letter grades will be used to describe learner progress in relation to grade level curriculum learning standards and competencies, and/or student-specific goals.

## **2.0 SECONDARY (8-12)**

- 2.1 Communicating student learning focuses on the student's level of performance in relation to the learning standards and competencies set out in the curriculum for each subject and grade.
- 2.2 Formal/Informal Progress Reporting – a minimum of
- a. two formal written progress reports, mid-year and end of school year
  - b. three informal progress reports, including fall and spring progress reports
- 2.3 Letter grades will be used to indicate students' level of performance in relation to the learning standards or competencies set out in the curriculum for each subject and grade.

## **3.0 STUDENTS WITH SPECIAL NEEDS**

- 3.1 Where students with identified, documented special needs are expected to achieve or surpass grade level learning standards or competencies, regular progress reporting procedures will be used.
- 3.2 For the few students with identified, documented special needs who are not capable of achieving the learning standards and competencies set out in the curriculum and substantial program modification has been made, progress reporting will be in relation to the learning goals and objectives as outlined in the students Individual Education Plan (IEP).

## **4.0 ENGLISH LANGUAGE LEARNERS (ELL)**

- 4.1 Until an ELL student is able to demonstrate learning in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, communicating learning will contain written comments about student progress in

relation to individual learning goals set out in the required Annual Instructional Plan (AIP).

## **5.0 STUDENT REFLECTION ON CORE COMPETENCIES**

- 5.1 Students are expected to continually reflect on identified intellectual, personal and social/emotional Core Competencies, to set goals in relation to these Core Competencies, and to report on them as required by the *Student Progress Report Order*.

### *References*

*Student Progress Report Order (M191/94)*  
*Provincial Letter Grades Order (M192/94)*