

School Plan for Communicating Student Learning

Introduction

The Halifax Regional Centre of Education has developed an Assessment, Evaluation, and Communication of Student Learning Policy based on guidelines from the Education and Early Childhood Development Department. As part of the policy, our school has developed a plan to communicate student learning to families 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 Sambro Elementary we are learning new strategies to implement an approach to 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. Teachers are provided provincial 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, Technology, Visual Arts, French, Science and Physical Education.

Informing Families of Student Progress

Teachers may contact 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. Families should also feel free to contact teachers regarding their child's progress either through a note, email, phone call or by appointment.

Families 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, guardians may wish to 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 Differing Needs

The school is committed to supporting the learning of all students. Students who are identified as 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 guardians 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 overtime, determining student needs, planning next step instruction, and providing students with descriptive feedback. Assessments become formative when teachers use the information to adapt their teaching in order to meet the needs of their 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 learning to those outside the classroom.

At Sambro Elementary staff use a variety of ways to assess student progress.

- Reading records
- Observational /Anecdotal notes
- Rubrics
- Work samples
- Reports, projects, presentations
- Goal setting
- Questioning and conferencing
- Class tests/quizzes
- Self and peer evaluations
- Portfolios

While no one teacher at Sambro may use all of the above with each student, every teacher at Sambro Elementary is committed to a balanced and fair approach to assessing student learning.

Calendar of Events

- Sept. 19th: Curriculum Night
- Nov. 22nd: Assessment and Evaluation day
- Dec. 3rd: Report cards go home
- Dec. 5th: Guardian/Teacher conferences
- March 7th - Assessment and Evaluation day
- April 1st: Report cards go home.
- April 3rd: Guardian/Teacher conferences
- June 30th: Last day/Report cards



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Created in accordance with Halifax
Centre of Education Evaluation &
Communication of Student Learning
Policy