# Communicating Student Learning In EICS



Seeing Christ in Everyone

## What is Communication of Student Learning?

Communication of student learning is an ongoing process that involves all the key stakeholders; students, parents and teachers.

Through various forms of formal or informal communications, parents will gain an insight about their child's strengths, areas for growth and individual learning goals.

## Formal Communication Examples

- Evidence of Learning
- 3-Way Conferences
- Celebration of Learning
- Report Card

## Informal Communication Examples

- Feedback on student work
- Phone calls
- Emails
- Meetings
- Notes in agenda
- Student Reflections
- Meet the Teacher Night

# Refinement of the Elementary and Middle Years (Grades 7 & 8) Report Card

The report card is one part of the entire communication system, which represents a snapshot in time of a much larger picture of your child's learning.

As a parent, you will notice the following refinements to your child's current report card:

#### **Elementary**

- Growth as a Learner
- Levels of Achievement
- Student Learning Outcomes
- Digital Format

#### **Middle Years**

- Growth as a Learner
- Levels of Achievement
- General Learning Outcomes
- Digital Format

# Growth as a Learner What Will This Section Look Like?

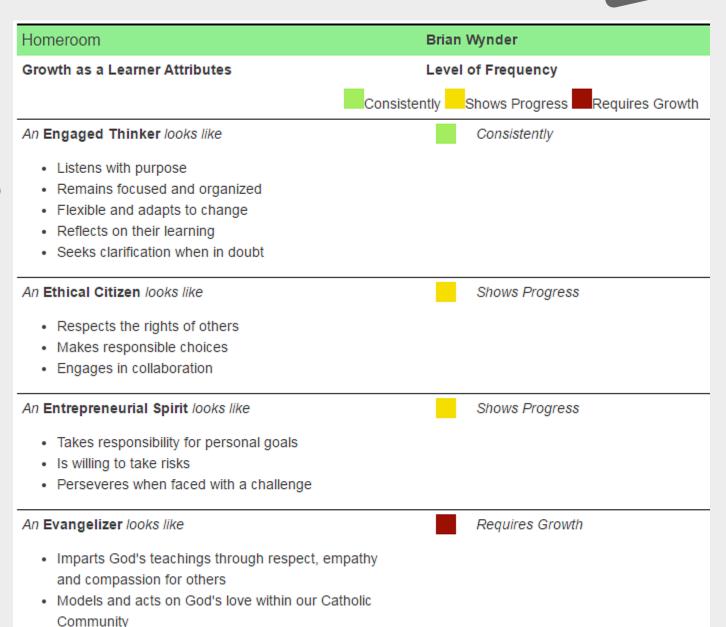


#### **Growth as a Learner**

is assessed based on three levels of frequency or learner skills across subject areas.

**Indicators of an Engaged Thinker:** 

A Level of Frequency will be given for each of the 4 E's: Engaged Thinker; Ethical Citizen; Entrepreneurial Spirit; Evangelizer;



#### Numerical Levels of Achievement



### **Elementary Levels of Achievement**

A Level of Achievement as indicated below will be given to each of the student learning outcomes in every subject area.

The Levels of Achievement indicate the student's understanding relative to grade level outcomes at the time of the report card.

**Achievement Indicators** 

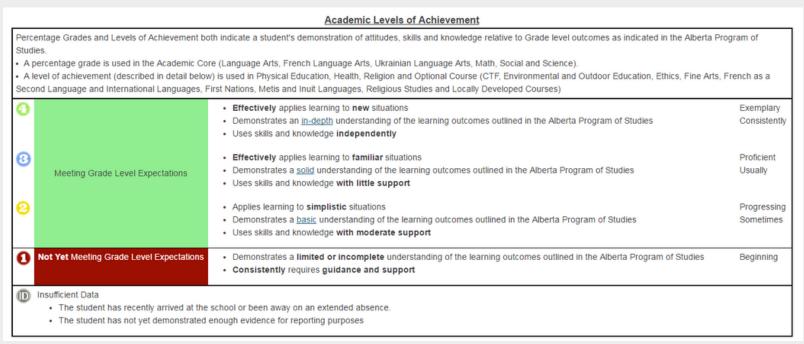
Academic Levels of Achievement					
4	<ul> <li>Effectively applies learning to new situations</li> <li>Demonstrates an <u>in-depth</u> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>Uses skills and knowledge independently</li> </ul>	Exemplary Consistently			
8	<ul> <li>Effectively applies learning to familiar situations</li> <li>Demonstrates a <u>solid</u> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>Uses skills and knowledge with little support</li> </ul>	Proficient Usually	Meeting Grade Level Expectations		
2	<ul> <li>Applies learning to simplistic situations</li> <li>Demonstrates a <u>basic</u> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>Uses skills and knowledge with moderate support</li> </ul>	Progressing Sometimes			
0	<ul> <li>Demonstrates a limited or incomplete understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>Consistently requires guidance and support</li> </ul>	Beginning	Not Yet Meeting Grade Level Expectations		

#### Insufficient Data

- · The student has recently arrived at the school or been away on an extended absence.
- · The student has not yet demonstrated enough evidence for reporting purposes

#### **Middle Years Level of Achievement**

A Level of Achievement will be used to report student performance for parents in Physical Education, Health, Religion, General French and all Option Courses - such as CTF, Fine Arts, First Nations and Inuit Languages, Religious Studies and all Locally Developed Courses.



The Reporting of Student Achievement in Grades 7 and 8 Language Arts, French Language Arts, Ukrainian Language Arts, Math, Social and Science courses will be based upon percentages

# Elementary Report Card Example of a Grade 1 Report Card

General
Outcomes are
broad statements
that identify the
general learner
expectations that
were explored in
this term, based
on the Alberta
Program of

Studies.

Student Learning
Outcomes articulate
the knowledge and
skills that students
are expected to know,
be able to do, and
understand within
each subject area.

#### Science 1

#### General Outcomes explored this term

#### **Creating Colour**

· Identifies and evaluates methods for creating colour and for applying colours to different materials

#### **Seasonal Changes**

Describe seasonal changes, and interpret the effects of seasonal changes on living things

#### **Building Things**

- · Constructs objects and models of objects, using a variety of different materials
- Identifies the purpose of different components in a personally constructed object or model, and identify corresponding components in a related object or model

#### Senses

- Uses the senses to make general and specific observations, and communicates observations orally and by producing captioned pictures
- · Describes the role of the human senses and the sense of other living things, in enabling perception and action

#### Needs of Animals and Plants

· Describes some common living things, and identifies needs of those living things

### Each Student Learning Outcome will be given a level of achievement.



Student Learning Outcomes	S1	S2
<u>Focus</u>		
Asks questions and predicts what will happen	<b>3</b>	4
Explore and Investigate		
Explores and investigates a problem and identifies possible solutions	2	2
Reflect and Interpret		
Communicates an understanding of what was learned	B	2



# Middle Years Report Card Example of a Grade 7 Report Card

Percentage Grade is used to indicate overall performance in relation to the outcomes in the Alberta Program of Studies.

## General Outcomes are

broad
statements
that identify
the general
learner
expectations
that were
explored in this
term, based on
the Alberta
Program of
Studies.

#### General Outcomes explored this term

#### Plants for Food and Fibre

 Investigates how useful plant products are produced, the knowledge behind the techniques used, and the application of those techniques in a sustainable way

#### Heat and Temperature

 Investigates the heat-related technologies used to meet human needs, the scientifict principles those technologies are based upon, and the implications those technologies have for sustainable use of resources

#### Structures and Forces

 Investigates how structures stand up under load, the forces acting on structures, and the materials and/or design characteristics that contribute to structural strength and stability

Design Studies 7

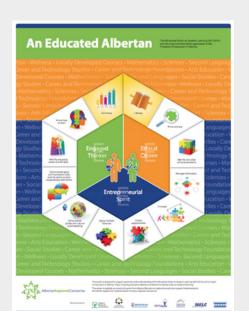
S1

S2

#### **Holistic Comment**



The vision of Alberta
Education is to inspire all
students to achieve success
and fulfillment, and reach
their full potential by
developing the
competencies of Engaged
Thinkers and Ethical
Citizens with an
Entrepreneurial Spirit, who
contribute to a strong and
prosperous economy and
society.
(Alberta Education, 2013)





#### **Additional Resources**

Alberta Education Guide to Education

Alberta Education Grade 3
Student Learning Assessment

**EICS Parent Resources Page** 



