



WHAT'S NEW IN STUDENT ASSESSMENT?

Parent-Student-Teacher Conference



Overview:

The past few years have seen a significant change in the ways that schools and families come together to talk about students' progress and growth. Many of you may remember that when you went to school, your parents/guardians went to see the teacher for a 10-minute conference about how you were doing. And usually, you were waiting at home wondering what was being said.

Students have now become participants in the conference time held approximately twice a year. They take part in the discussions about their learning and help to set goals for the next term or semester. Students may also show their parents/guardians how they do something or may share with their parents/guardians a collection of work samples.

What does this look like?

Even though students are becoming more and more involved in conferences at all schools, what it looks like will vary from one school to another. In some classes, students may take their parents/guardians from station to station to demonstrate what they can do. In other classes, students may show parents/guardians their portfolio. And yet in other classes, students may sit down with a faculty advisor and go over the report card. (In all cases, though, the teachers are close at hand. There can also be a time arranged to talk with the teacher at an area away from the other families or at a different time.)

Parent-student-teacher conferences:

- Are part of the reporting process and occur prior to or following the report cards being sent home.
- Are scheduled by the school and are usually held at school.
- Have students, parents/guardians and teachers all taking an active role.
- Have students prepare for their part, before the actual conference takes place.
- Review the learning at the end of the term.
- Should connect the work that you are seeing at home with the information on the report card and what you are noticing and learning during the conference.

Students are involved so that:

- They can articulate what they have learned and what they still have to work on.
- They feel supported in their learning by having an important adult in their lives to share what they can do.
- Parents/guardians have the opportunity to really understand and appreciate from their student's perspective what has been learned.
- The conversation does not only include the teacher's perspective, but that of the student, too.

Suggestions for parents/guardians to support their students:

- Ask questions about what to expect at the parent-student-teacher conference.
- Ask questions at the conference if you are not sure what is being shown to you.
- Let your student's teacher know if you would also like to have a conference at another time so that you can share some private information or deal with a more sensitive issue.

- Provide positive feedback as you are observing or talking with your child.
- As students move from early to middle to senior years schools, it is important to continue to attend conference time, even if students appear to be doing very well at school. Research shows that students whose parents/guardians participate in conferences have increased student success.

*The student's perspective is essential if parents are to fully understand and appreciate the relevance of the learning experiences.
(Bailey and Guskey, 2000)*

For more information, review our divisional assessment policy at:
<http://www.retsd.mb.ca/yourretsd/Policies/Documents/IKA.pdf>

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