



WHAT'S NEW IN STUDENT ASSESSMENT?

Report Cards



Overview:

Three times a school year or semester, teachers step back from Assessment FOR Learning and make judgments about student progress to date with Assessment OF Learning. This is the time when teachers evaluate students' evidence of learning and communicate this information in the report card. They note strengths and areas requiring further development. Assessment OF Learning happens at the end of learning. It is the work of the teacher to consider what students have said and done in relation to curricular outcomes.

What does this look like?

Academic achievement...

When reporting on student progress and growth, teachers look at the evidence they've collected from the student to date, and determine to what extent it meets provincial curriculum outcomes or meets the individual outcomes that particular student is working on or towards.

Three main sources of evidence are considered when teachers collect evidence of student learning: **observations** of students as they work on particular tasks; **products** such as tests, projects, assignments, PowerPoint presentations; and oral and/or written **conversations** such as journal writings, learning logs, student self-assessments and "student talk" about their learning to their teacher or each other.

At the early and middle years level, academic achievement is communicated through the use of a performance indicator. At the senior years level, academic achievement is communicated through a percentage grade.

Growth as a learner (personal and social development, student engagement)...

Students' success is directly related to their social development (being able to accept responsibility, work effectively with others, show respect for others and themselves) as well as engagement in the learning process (how actively students are involved in their own learning). This information is reported separately from academic achievement.

Comments about your student's learning...

The comment section of the report card will communicate further information about student strengths, areas for growth, and suggestions for improvement. This is where a teacher can provide more individual and specific feedback about a student's learning.

Suggestions for parents/guardians to support their students:

When your student brings home their report card:

- Review the report card, focusing on strengths and constructively approaching areas requiring improvement.
- Talk about subject-specific marks or performance indicators, as well as the personal and social development or student engagement information.
- Keep the discussion positive and honest as you begin the process of setting goals for the next stage in their learning.

- Call the teacher or talk to the teacher during conferences if you have any questions about what you see on the report card.

*When parents are involved in talking about learning with their children, children achieve more.
The more parents are involved, the higher the student achievement levels. (Henderson & Berla, 1994)*

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

The River East Transcona School Division exists to educate students to be inspired, skilled, responsible citizens.