



**PARENT GUIDE TO REPORTING
STUDENT ACHIEVEMENT**

2021 - 2022 SCHOOL YEAR



Kindergarten - Grade 6

We believe every student can learn and experience success. One of the ways we help students learn and succeed is to carefully evaluate their achievement and growth, and to share that information with parents and guardians.

THIS GUIDE WILL HELP PARENTS AND GUARDIANS UNDERSTAND:

- assessment;
- the responsibilities of students, staff, and parents and guardians;
- how and when achievement information will be communicated or reported;
- how marks and grades are determined.

WHAT IS ASSESSMENT?

Assessment is the process of collecting and communicating information about student achievement. In essence, assessment informs students, teachers, and parents about what students have learned and how well they have learned it.

Teachers regularly gather information about students' learning through a variety of assessment tools. These tools can include conversations, observations, the submission of student work, and tests or quizzes. Through these feedback opportunities, teachers determine students' areas of strength, and the areas in which students may need more time or practice.

All of these opportunities allow teachers to give parents and guardians a clear and accurate picture of student achievement and growth.



SUPPORTING STUDENT ACHIEVEMENT & SUCCESS

In alignment with the Education Act, students, teachers, parents, and guardians all have roles to play in supporting and helping students experience success in school.

STUDENTS have a responsibility for their own learning and are expected to:

- attend school every day and be on time;
- complete assignments, projects, and tasks to the best of their ability;
- participate in activities that celebrate learning;
- consistently demonstrate their learning; and
- take advantage of opportunities to revise or redo assessments to demonstrate their learning.

TEACHERS will help students succeed by:

- providing appropriate programming for each student;
- clearly explaining what is expected of each student and how student work will be assessed and reported;
- ensuring students have multiple opportunities and ways to demonstrate their learning;
- giving students the opportunity to redo/complete missed assessments and activities;
- keeping detailed, accurate information describing student successes and challenges;
- providing timely and ongoing communication with parents/guardians, students, and school administration.

PARENTS & GUARDIANS can support a student's learning by:

- working in partnership with school staff;
- providing time and a place for children to practice and complete assigned work at home;
- ensuring regular school attendance;
- staying informed about school events and keeping in touch with school staff;
- regularly accessing student assessment information via *PowerSchool*; and
- attending *Parent-Teacher-Student* conferences/interviews.



DETERMINING REPORT CARD GRADES

Formative Assessments

Throughout the year, students will be given opportunities to participate in or work on many activities which will help them improve their knowledge and skills. These practice assignments, projects, or other activities demonstrate to teachers the areas in which students need more practice and where students can improve. These are called formative assessments. Teachers use formative feedback to help guide their instructional plans and to offer students more ways in which they can demonstrate their learning.

Summative Assessments

Summative assessments provide students with formal chances to “show what they know”. Using professional judgment, teachers consider summative assessments, observations, and conversations with students in determining report card grades.

ASSESSMENT

Kindergarten

Teachers collect varied assessment evidence throughout the year by observing children in action, by discussing children’s learning with them and by examining children’s products. Teachers create records of assessment evidence in a variety of forms, including notes, checklists, rating scales, photos and videos. As well, teachers may retain direct evidence in the form of samples of children’s work and digital copies.

Teachers will communicate children’s progress to parents throughout the year in a variety of ways. One final report card will be issued at the end of the school year.

Kindergarten to Grade 6:

Academic Achievement Indicators

1	2	3	4
The student demonstrates limited or no understanding of the learner outcome	The student demonstrates an inconsistent and/or partial understanding of the learner outcome.	The student demonstrates a consistent understanding of the learner outcome.	The student demonstrates an understanding beyond the grade level of the learner outcome.



REPORTING STUDENT ACHIEVEMENT

Communication with parents and students about student achievement will be continuous throughout the year. Communication may include: parent-teacher or parent-student-teacher conferences/interviews, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports.

REPORTING PERIODS

Please visit the school's website and school calendar to learn when report cards will be issued.

Report Cards will be available via the *Parent Portal* in **PowerSchool**. Parents must set up an account by visiting the [PowerSchool Parent Portal](#) login page.

Web Link: <https://fvsd.powerschool.com/public/>

CONFERENCES / INTERVIEWS

Conferences are an important opportunity to speak with your child's teacher(s). Please visit the school's website and school calendar to learn when conferences will be held and how to book an appointment with your child's teacher(s).

To book a time to speak with a teacher or administrator at any time during the school year, please feel free to call the school and arrange for a meeting time.

GRADES / MARKS APPEAL PROCESS

To appeal a grade a student has been given, parents or students are encouraged to contact the classroom teacher. If the appeal cannot be resolved with the teacher, the parent or student shall appeal to the principal who will make and communicate the final decision. A principal's authority to rule on such appeals is set out in the *Education Act. Administrative Procedure 391* outlines specific appeal process dates.