

# How is My Child Doing in School?

It's important to know how your child is doing in school. Knowing more about your child's interests, strengths and areas for development are critical to help you support your child's learning. Conversations with your child's teachers and the school administration team are great places to ask questions and discuss specific concerns. Beyond these conversations and the ones you have at home with your child, there are a number of ways that you can learn more about your child's learning, progress and achievement.

## Where can I find information about how and what my child is doing at school?

Ongoing communication helps you understand how your child is progressing and learning and includes both informal and formal components. Report card(s) are an important record of student achievement, but not the only way that teachers communicate how your child is doing.

Ongoing communication between you, your child and their teacher builds an understanding of student achievement over the course of the year, so the information communicated in the report card is both expected and understood.

- Informal communication occurs on an ongoing basis and serves to build shared understandings of what students know and can do in day-to-day learning experiences. This can include samples of assessed student work, Iris, BrightSpace by D2L, MyCBE, agendas, emails and student portfolios.
- Formal communication occurs at predetermined times throughout the school year. Some examples include report cards, Individual Program Plans, student learning conferences, parent/teacher conferences, Provincial Achievement Tests (grades 6 and 9), Early Years Evaluation – Teacher Assessment (EYE-TA) results (Kindergarten) and Diploma Exams.
- Programming information helps you understand what your child is learning and demonstrates some of their learning experiences. Programming information does not provide details about individual student progress and achievement, e.g., celebrations of learning, student performances, "Meet the Teacher Night", open houses, blogs, social media and agendas.

### What is an outcome?

*The outcomes describe what your child is expected to know and be able to do, according to the Alberta Education Curricula / Programs of Study.*

## What does the report card tell me?

Report cards summarize and communicate student achievement at a point in time. Kindergarten children receive one formal report card, while students in grade 1-9 receive two formal report cards per year. Students in grades 10-12 can expect to receive a minimum of two report cards a year.

Achievement is reported using teacher comments and achievement indicators; the four-point scale for K-9 and percentages for grades 10-12.

## What is the four-point scale? What does it tell me?

In K-9, the achievement indicators (Excellent-4, Good-3, Basic-2, Not Meeting-1) signify the extent to which a student has demonstrated achievement of Alberta Curricula / Programs of Study outcomes organized by report card stem. Report card stems are categories used to organize the Alberta Curricula / Programs of Study outcomes.



**1****Not Meeting**

The student demonstrates a **beginning** level of understanding.

- The quality of work within the body of evidence may be **vague** and/or **undeveloped**.
- The student consistently demonstrates this level of achievement.
- Targeted adjustments to planning and instruction will be necessary for further learning in this area.

**2****Basic**

The student demonstrates a **developing** level of understanding.

- The quality of work within the body of evidence may be **adequate** and/or **concrete**.
- The student consistently demonstrates this level of achievement.
- Adjustments to planning and instruction may be necessary for further learning in this area.

**3****Good**

The student demonstrates a **well-developed** level of understanding.

- The quality of work within the body of evidence may be **clear** and/or **well-reasoned**.
- The student consistently demonstrates this level of achievement.
- Students achieving at this level can be confident of being prepared for further learning in this area.

**4****Excellent**

The student demonstrates a **mastery** level of understanding.

- The quality of work within the body of evidence may be **perceptive** and/or **insightful**.
- The student consistently demonstrates this level of achievement.
- Students achieving at this level have excellent demonstration of grade level outcomes and can be confident of being prepared for further learning in this area.

### What's the Alberta Education Programs of Study?

*The learning expectation for courses which describe what students are expected to know and be able to do.*

### What's the Alberta Education Curriculum?

*The learning expectations for NEW Alberta Education courses which describe what students are expected to know and be able to do.*

### What is an Adapted Program?

Students are working on provincial curriculum, often at a grade level different from the grade they are enrolled in. Adapted programming provides additional resources so a student can participate actively.

### What is a Modified Program?

Students are not on graded curriculum, but receive programming that focuses on life skills, foundational skills and academic readiness skills. This is reflected in their Individualized Program Plans (IPP). A student on a modified program is assessed in relation to the goals and objectives established in their IPP.

### What is an Accommodation?

Every learner has the right to access personal strategies and supports that remove barriers to learning tasks and assessment, without consequence to grades. An accommodation could include extra time to complete a task, adjusted seating, a scribe or use of technology. A student may not be accessing adapted or modified programming in order to access certain accommodations. There are three general types of accommodations: environmental, instructional accommodations and assessment accommodations.

### What is an Individualized Program Plan?

An IPP is a concise plan of action designed to address a student's special education needs, based on diagnostic information which provides the basis for intervention strategies. Please speak to your child's teacher if you have questions or concerns about your child's learning.

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