

# Communicating Student Learning In EICS



## 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?

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

Growth as a Learner is assessed based on three levels of frequency or learner skills across subject areas.

Indicators of an Engaged Thinker:

Homeroom	Brian Wynder
Growth as a Learner Attributes	Level of Frequency
	 Consistently  Shows Progress  Requires Growth
<p>An <b>Engaged Thinker</b> looks like</p> <ul style="list-style-type: none"> <li>• Listens with purpose</li> <li>• Remains focused and organized</li> <li>• Flexible and adapts to change</li> <li>• Reflects on their learning</li> <li>• Seeks clarification when in doubt</li> </ul>	 Consistently
<p>An <b>Ethical Citizen</b> looks like</p> <ul style="list-style-type: none"> <li>• Respects the rights of others</li> <li>• Makes responsible choices</li> <li>• Engages in collaboration</li> </ul>	 Shows Progress
<p>An <b>Entrepreneurial Spirit</b> looks like</p> <ul style="list-style-type: none"> <li>• Takes responsibility for personal goals</li> <li>• Is willing to take risks</li> <li>• Perseveres when faced with a challenge</li> </ul>	 Shows Progress
<p>An <b>Evangelizer</b> looks like</p> <ul style="list-style-type: none"> <li>• Imparts God's teachings through respect, empathy and compassion for others</li> <li>• Models and acts on God's love within our Catholic Community</li> </ul>	 Requires Growth

## 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 style="list-style-type: none"> <li>• <b>Effectively</b> applies learning to <b>new</b> 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 <b>independently</b></li> </ul>	Exemplary Consistently	Meeting Grade Level Expectations
3	<ul style="list-style-type: none"> <li>• <b>Effectively</b> applies learning to <b>familiar</b> 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 <b>with little support</b></li> </ul>	Proficient Usually	
2	<ul style="list-style-type: none"> <li>• Applies learning to <b>simplistic</b> 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 <b>with moderate support</b></li> </ul>	Progressing Sometimes	
1	<ul style="list-style-type: none"> <li>• Demonstrates a <b>limited or incomplete</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>• <b>Consistently</b> requires <b>guidance and support</b></li> </ul>	Beginning	Not Yet Meeting Grade Level Expectations
Insufficient Data <ul style="list-style-type: none"> <li>• The student has recently arrived at the school or been away on an extended absence.</li> <li>• The student has not yet demonstrated enough evidence for reporting purposes</li> </ul>			

# 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.

<u>Academic Levels of Achievement</u>		
<p>Percentage Grades and Levels of Achievement both indicate a student's demonstration of attitudes, skills and knowledge relative to Grade level outcomes as indicated in the Alberta Program of Studies.</p> <ul style="list-style-type: none"> <li>• A percentage grade is used in the Academic Core (Language Arts, French Language Arts, Ukrainian Language Arts, Math, Social and Science).</li> <li>• A level of achievement (described in detail below) is used in Physical Education, Health, Religion and Optional Course (CTF, Environmental and Outdoor Education, Ethics, Fine Arts, French as a Second Language and International Languages, First Nations, Metis and Inuit Languages, Religious Studies and Locally Developed Courses)</li> </ul>		
4	Meeting Grade Level Expectations	<ul style="list-style-type: none"> <li>• <b>Effectively</b> applies learning to <b>new</b> situations</li> <li>• Demonstrates an <b>in-depth</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>• Uses skills and knowledge <b>independently</b></li> </ul>
3	Meeting Grade Level Expectations	<ul style="list-style-type: none"> <li>• <b>Effectively</b> applies learning to <b>familiar</b> situations</li> <li>• Demonstrates a <b>solid</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>• Uses skills and knowledge <b>with little support</b></li> </ul>
2	Meeting Grade Level Expectations	<ul style="list-style-type: none"> <li>• Applies learning to <b>simplistic</b> situations</li> <li>• Demonstrates a <b>basic</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>• Uses skills and knowledge <b>with moderate support</b></li> </ul>
1	<b>Not Yet Meeting Grade Level Expectations</b>	<ul style="list-style-type: none"> <li>• Demonstrates a <b>limited or incomplete</b> understanding of the learning outcomes outlined in the Alberta Program of Studies</li> <li>• <b>Consistently</b> requires <b>guidance and support</b></li> </ul>
ID	<p>Insufficient Data</p> <ul style="list-style-type: none"> <li>• The student has recently arrived at the school or been away on an extended absence.</li> <li>• The student has not yet demonstrated enough evidence for reporting purposes</li> </ul>	

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.

### 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

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

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

#### Student Learning Outcomes

##### Focus

- Asks questions and predicts what will happen

S1

3

S2

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

3

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.

Science 7	S1	S2
<input type="text"/>	90	
<b>General Outcomes explored this term</b>		
<b>Plants for Food and Fibre</b>		
<ul style="list-style-type: none"><li>Investigates how useful plant products are produced, the knowledge behind the techniques used, and the application of those techniques in a sustainable way</li></ul>		
<b>Heat and Temperature</b>		
<ul style="list-style-type: none"><li>Investigates the heat-related technologies used to meet human needs, the scientific principles those technologies are based upon, and the implications those technologies have for sustainable use of resources</li></ul>		
<b>Structures and Forces</b>		
<ul style="list-style-type: none"><li>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</li></ul>		
Design Studies 7	S1	S2
<input type="text"/>	2	
<b>Holistic Comment</b>		

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



***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

