

392 COMMUNICATION OF STUDENT LEARNING

Background

The Division believes that parents, guardians, and students should receive, in a manner suitable to the age and maturity of the student, a clear statement of course objectives, course content, evaluation procedures and the criteria to be used in evaluating the student in relationship to Alberta Education curricula. The primary goal of communication of student learning is to inform and promote student learning. Communication of student learning shall be ongoing, meaningful, consistent and accurate for all students.

Definitions

Communication of student learning

is an ongoing process that involves students, parents, and teachers in making sense of a student's learning: progress, areas of strengths and areas requiring improvement, as well as next steps, in relation to provincial learning expectations for each grade level.

Learning Outcomes (from Alberta Education Programs of Studies)

what we expect students to learn. The provincially mandated knowledge, skills and attitudes we expect students to demonstrate as a result of schooling.

Learner Attributes

characteristics of students that are considered to be important factors in student success as learners.

Procedures

1. There are four formal common reporting periods of communication of student learning. Each reporting period will provide information in relation to:
 - a. Learning outcomes (K-12)
 - b. Learner attributes (K-8)
2. The four reporting periods consist of:
 - a. Two face to face meetings sharing goal-setting documents that include student success, challenges, and areas of growth with parents/guardians and students (Fall and Spring)

- b. Two written progress reports (January and June)
3. Teachers are expected to communicate to students and parents/guardians about student learning on an ongoing basis, outside of these formal reporting periods.
4. Communications/reporting will follow the form as described in the CRSD Report Card Redesign Handbook.

Please note that more details can be found in the CRSD Report Card Redesign Handbook.

Reference

Section 12,3,52,53,55,196,197,222 Education Act
Freedom of Information and Protection of Privacy Act
Student Evaluation Regulation 177/2003
Student Record Regulation 97/2019
Ministerial Order 015/2004 – Standards for Special Education
Ministerial Order 001/2013 – Student Learning
Teaching Quality Standard
Guide to Education ECS to Grade 12
AAC Glossary
CRPS Report Card Redesign Handbook

Replacing

AP 372 Reporting on Student Achievement

History

Developed: January 2020