

Christ the Teacher Catholic Schools

ADMINISTRATIVE PROCEDURES

SECTION: 300 - STUDENTS **CODE:** AP 361

PROCEDURE: **REPORTING STUDENT PROGRESS**

BACKGROUND

Reporting student progress is to reflect a close relationship between curriculum learning outcomes, grade level placement and the information parents receive in a report card. Further, it is recognized that while there is a need for flexibility regarding not only the format of the report card but the reporting practices themselves, there is also a need to define some common expectations and guidelines to promote alignment and consistency within the system.

Definitions

Grade means the chronological placement and/or the level of achievement expected consistent with such placement.

Achievement means attainment of the knowledge, skills and attributes that a student is expected to learn at a specified grade level.

Performance means how well a student demonstrates mastery or grade-level expectations. For students with special education needs, this is the assessed skill development in academic and other areas such as adaptive functioning, behaviour, cognition, communication and physical development.

Curriculum Competency Standards means the expected student learning outcomes sequenced by grade level against which student performance is judged.

Adapted programming means programming that retains the learning outcomes of the Program of Studies and where adjustments to the instructional process are provided to address the special education needs of students.

Modified programming means programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet students' special education needs.

PROCEDURES

1. The Principal will ensure that appropriate assessment strategies are practiced which link instruction and evaluation and facilitate fair and consistent reporting of student progress.
2. The methods for assessing and evaluating student achievement and growth shall be communicated to students and parents.
3. Teachers shall communicate to students and parents the grade level of curriculum for each course in which students are enrolled.
4. Marks of 47, 48, and 49 are not to be entered as final grades. The subject teacher shall adjust the mark to a 46 or 50 prior to mark entry.
5. Each Principal shall maintain a plan which outlines the schedule for reporting student progress and communicating student achievement to parents, as well as to the general community it serves.
6. Each Principal shall establish at least three (3) regular reporting periods per school year, each such reporting period to be accompanied by a written progress report and/or parent conference. In addition to the above, students will be provided with a written final year-end report card which will summarize the overall performance in each subject for the year. In high school grades, reporting expectations will be met in part by the mark statements provided by Saskatchewan Learning.
7. In elementary grades, information about student work study habits, as well as personal and social growth, shall be reported using written descriptor comments.
8. The progress report shall indicate a record of student attendance at school.
9. Parent-teacher conferences are encouraged as important opportunities to share information about the child's progress and may include participation by teachers, parents and students.
10. The performance of special needs students on PPP's may be reported using the modified program (M) descriptor when the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet students' special education needs. In such cases, schools are to ensure that communications with parents will include appropriate information relative to the student's performance and placement and that such information is summarized as a progress report on the individual program plan and included in the student's cumulative school record. The modified program descriptor (M) is not to be used for students receiving adapted programming.
11. A copy of each written progress report shall be placed in the student record.

Reference: Sections 85, 87, 108, 109, 168, 169, 170, 175, 231 Education Act

Date Issued: November 21, 2007