REPORTING STUDENT PROGRESS

Belief
Clear communication that meaningfully describes student performance is essential when reporting student progress. It requires the teacher’s professional judgement based on effective evaluation practices of student achievement.

Guidelines
1. Accurate, fair and considerate evaluations of student performance support positive relationships between teachers and students while improving parent confidence in the quality of teaching.
2. Teachers shall implement effective evaluation practices designed to improve student performance and support progress reporting. Effective evaluation practices:
   2.1. collect evidence of learning from multiple sources over time in relation to a set of curricular outcomes;
   2.2. depend upon a common understanding of relevant outcomes
       2.2.1. between teachers; and
       2.2.2. with students;
   2.3. establish marking scales and statements about the quality of performance;
   2.4. incorporate teacher professional judgement to:
       2.4.1. determine which evidence best demonstrates what students needed to learn; and
       2.4.2. explain how standards and expectations guided teaching and learning.
3. Teachers shall ensure accurate information is effectively communicated to parents about:
   3.1. the student’s attitudes, skills and knowledge developed through a set of learning outcomes as referenced in the programs of study;
   3.2. how well the student is doing in each subject; and
   3.3. performance in relation to grade level curriculum or a high school course.
4. Acceptable methods of progress reporting include:
   4.1. conferencing to review assessment portfolios or student work samples;
   4.2. supporting access to on-line gradebooks;
   4.3. publishing progress reports; and
   4.4. maintaining individual program plans.
5. For students placed on individualized program plans who require modified academic expectations, teachers shall:

5.1. report progress in the individual program plan or as an attachment to a progress report;
5.2. gather evidence best showing what students know, understand and can do in relation to the goals and targets that have guided teaching and learning;
5.3. clearly identify how student learning has been evaluated; and
5.4. make a professional judgement and communicate the grade level equivalency for literacy and numeracy.

6. Principals shall supervise marking and evaluation practices designed to improve student performance. Principals shall:

6.1. provide teachers with guidance and support to ensure accurate, fair and considerate evaluations of student achievement;
6.2. ensure appropriate measures are implemented to address student responsibility for satisfactory completion of assigned school work that:
   6.2.1. regularly monitor and address unsatisfactory or incomplete school work through remediation or other intervention strategies; and
   6.2.2. communicate to students and parents/guardians when unsatisfactory or incomplete school work adversely impacts student achievement.

7. Principals shall ensure the school’s achievement reporting requirements:

7.1. identify regular evaluation and interim reporting practices;
7.2. are developed in consultation with teachers, parents and school councils;
7.3. meet Division requirements;
7.4. identify critical dates or timelines, including reporting periods; and
7.5. are published on the school’s website.

8. The progress report provides a legal written record that summarizes information already communicated. There shall be no surprises on the progress report for either the parent or student.

9. Principals shall ensure a final progress report of the student’s achievement for the courses and programs in which the student was enrolled is added to the student record upon the end of each school year. It shall include a summary of the student’s attendance.

10. Principals shall ensure teacher gradebooks are retained for one school year before disposal.

References: Alberta Education Guide to Education
            School Act 18(d)(e); 20(h)
            Student Record Regulation 2.1(k)(q)