**Communicating Student Learning**

Communicating Student Learning at Ecole Astral Drive Elementary

**Methods to Assess Learning**:
Teachers gather information about what students learn, how they learn, and the growth they have made in a variety of ways.  In planning assessments, teachers use a broad range of strategies in an appropriate balance to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes.  By ensuring a variety of methods, teachers give students the opportunity of showing their best work.

At Ecole Astral Drive Elementary, teachers use a variety of ways to assess student performance.  These may include, but are not limited to:
• Formal and informal observations
• Checklists
• Anecdotal records
• Conferences/interview
• Daily work samples
• Portfolios
• Projects, presentations/reports
• Student journals
• Test/quizzes
• Performances, puppet shows, public speaking, debates, plays, role-playing, song and dance, instrumental music
• Peer and self-evaluation - students assessing own and each other’s work using clear guidelines

The EECD provides curriculum guides that describe the learning outcomes for each curriculum area, and teachers use them in planning, delivering, and assessing the outcomes for the learning activities they set up for the class.

**How we communicate student learning:**
Information about your child’s learning can be communicated to students, parents/guardians, and teachers in a variety of ways.  These methods include, but are not limited to:

• Progress reports
• Curriculum sessions for parents/guardians
• Monthly school and/or class newsletters
• Calendars
• Special events
• Student homework
• Work samples
• Published stories
• Read-at-home programs
• Records of books read
• Writing folders
• Journals
• Projects
• Displays
• Phone calls
• Performances
• Recordings
• Portfolios
• Conferences

**Timeline of Events for Communicating Student Learning:**

Some of these possible ways for communicating student learning in relation to the expected outcomes will be undertaken on a school-wide basis and others are particular to individual classes and teachers.  There are specific times set aside to have teachers inform parents, formally and informally, about student progress.  While much of the communication between home and school takes place on an informal basis, there are formal written report periods.  Three times per year the school will send home progress reports that are written in narrative form. The following calendar outlines these events:

September 23- Curriculum Overview Night

Nov. 25 - Parent/guardian/teacher conferences (afternoon and evening)

November 26 - First term Report Cards sent home

March 28 - April 7 - Second term Report Cards sent home

April 4 - 7 - Parent/guardian/teacher conferences

June 30 - Third term Report Cards sent home