

Written Reporting: The role of parents/guardians in the assessment process

The purpose of written reporting and assessment of learning is to inform students, teachers and parents/guardians, as well as the broader educational community, of the achievement of students at a certain point in time in order to celebrate success, plan for interventions and support continued progress.

Research and experience show that student learning is best supported when:

- ◆ Instruction and assessment are based on clear learning goals
- ◆ Instruction and assessment are differentiated according to student learning needs
- ◆ Students are involved in the learning process - students understand the learning goal and the criteria for quality work, receive and use descriptive feedback, and take steps to adjust their performance
- ◆ Assessment information is used to make decisions that support further learning
- ◆ *Parents/guardians are well informed about their child's learning, and work with the school to help plan and provide support for the learning destination*
- ◆ *Students, families, and the general public have confidence in the school system*

The role of parents/guardians in the assessment process is to support their child's learning journey as they set learning goals throughout the year. It is vital that parents take an interest in their child's work when they bring it home to share with them. When parents participate in the oral reporting conferences and carefully go through their child's report card with them discussing their progress, their strengths, areas for growth and future planning – student success is ensured. By discussing what you, as the parent/guardian, are committed to doing to ensure the achievement of your child's goals and the learning outcomes for their grade level, your child feels supported in their learning journey.

Seine River School Division's new marking system separates the learning outcomes in each subject area. This breakdown of specific outcomes assists students, teachers, and parents/guardians to understand where each child's strengths and areas for growth are to better meet the specific learning needs of each student.

Comments are intended to give you a clear understanding of what your child did well and what your child is still working on to grasp a particular concept in each subject area. In some cases, there are suggestions for improvement or next steps towards the grade level expectation as part of the feedback.

As per provincial assessment guidelines, all behaviour, homework, and attitude grades are separated from the academic grades and, therefore, commented on separately. However, if your child did not complete assignment(s) - even after many opportunities to demonstrate learning were put in place, it will have an impact on his/her grade. As a behaviour, this will also be reflected in the *Student Engagement* and *Student as a Learner* sections of the report card.

As partners in the learning and assessment process, parents/guardians play an important role in supporting and shaping the learning and growth of their children by participating regularly with their child in the goal setting, oral and written reporting opportunities along with their child's teacher. Being an active and engaged participant in the assessment process encourages our students to be more involved in their learning journey because they know that in addition to their teachers, their parents/guardians care about their learning too!

Sources:

Manitoba Education Citizenship and Youth document *Communicating Student Learning*
Seine River School Division Assessment and Learning Committee documents

