Evidence of student learning is gathered through three general sources:

Observation of Learning
Examples—formal and informal presentations, scientific method application, retelling stories, playing an instrument, performing a movement, role playing, interacting in a group, engaging in simulations, verbalizing abstract thinking, etc.

Collecting products that students create
Examples—projects, assignments, notebooks, tests, quizzes, collages, podcasts, reports, models, diagrams, journal entries, posters, timelines, etc.

Conversations with students about learning, face-to face or in writing
Examples—individual or group conferencing, student self-assessment, students' analysis of their work, students explaining their thinking, student responses to learning situations, etc.

Parents/Guardians,

We value the opportunity to communicate to parents and students about growth, progress and opportunities for improvement. The progress report aims to support students in understanding what they need to do and understand by giving them appropriate descriptive feedback. The progress report reflects a focus on becoming competent learners in each subject area. Prince Albert Catholic Schools believes in optimizing learning for all students and we look forward to continuing the partnership with parents as we communicate student progress.

Lorel Trumier
Director of Education

Additional information can be found on the school division website at **www.pacsd.ca** , under the tab "Our Parents".

Phone: (306) 953-7500

PRINCE ALBERT Est. 1887
ROMAN CATHOLIC
SEPARATE SCHOOL DIVISION No.6

Understanding the Student Progress Report

Learning for life through ***Catholic Education***

Focus on competencies

Competencies unite the outcomes and indicators that are to be met for each subject for the grade level. Reporting to competencies keeps the focus on the knowledge and skills that are to be acquired by the end of the grade. Students are given many opportunities throughout the year to develop the desired level of competency as specified by the grade level outcomes and indicators.

Assessment System

Knowledge and skills attained in each of the competencies on the progress report is based on a four-point rubric that describes the level of performance. At the grades 6-9 level, a letter symbol is used to describe the specific term's level of attainment of curriculum outcomes. At grades 10-12, a percentage is used to describe the specific term's level of attainment of curriculum outcomes.

Legend of Academic Achievement (Gr 6-12)

The description assigned to the letter symbol or the percentage on the Legend of Academic Achievement is the information that is important. The description assigned to the letter symbol reflects the learning outcomes that were addressed during a specific period of time, the actual reporting period.

Rubrics

A rubric is an explanation of the varying levels of performance. These range from low performance to very high performance. The number associated with the four-point rubric used is a place holder and is not to be converted into a percentage. The focus is on what a student knows and is able to do rather than on a number.

Factors Affecting Achievement

The behaviors that impact on student achievement are reported separately. The student progress report identifies the level to which a student is meeting the expectations on those factors affecting achievement on a four-point rubric.

Why is this approach appropriate?

Emphasis is placed on learning and not on working to achieve a "mark". Students can focus on acquiring skills and knowledge rather than on earning points. Everything they do "counts" because every task, assignment, project, etc. , is an opportunity to gain knowledge and develop skills and provide evidence of competence. There are many opportunities to develop the competencies, building on each other to improve overall learning.