

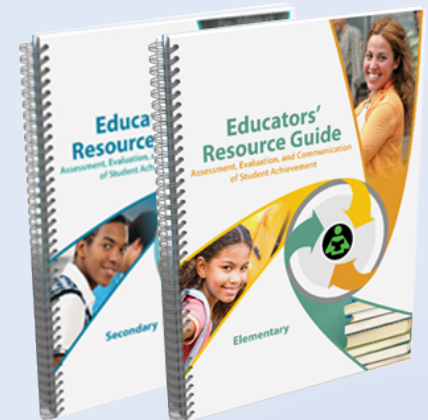
Educators' Resource Guide

Communication of Achievement with Parents and Students (Chapter 6)

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NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

“Ongoing communication with students and parents about academic achievement is crucial to support learning and parental partnership.”

“Teachers should create an inviting and welcoming environment where parents have ongoing opportunities to participate and make decisions that will impact their child’s school experience.”

Educators’ Resource Guide, p.67

Formal Communication (Report Card)

Should be included in grade	Should not be included in grade
Evidence of student's achievement of curriculum expectations through demonstration or observation	Coaching activities or feedback
Professional judgment based on evidence	Attitudes and behaviours
Conferences	Learning skills, participation, attendance, punctuality not identified as a curriculum expectation
Performance tasks, products	
Observation	
Data from a balance of (see chapter 3):	Data from:
<ul style="list-style-type: none"> • WRITE 	<ul style="list-style-type: none"> • Diagnostic assessments
<ul style="list-style-type: none"> • DO 	<ul style="list-style-type: none"> • Rough drafts
<ul style="list-style-type: none"> • SAY 	<ul style="list-style-type: none"> • Self-and peer-assessments

“When providing comments on the report card, describe what students know and can do as well as significant strengths, and identify next steps.”

Educators’ Resource Guide, p. 68

Summarizing Student Learning (Key Questions)

STUDENT PERSPECTIVE	PARENT PERSPECTIVE	EDUCATOR PERSPECTIVE
What am I good at?	What is my child good at?	Do the marks reflect the most consistent, more recent levels of evidence gathered?
What area(s) do I need to improve?	Where can my child improve?	What are the key messages that I want to convey in the report card comments?
What do I do next?	What can I do next to support my child?	

Student/Parent/Teacher Conferencing

- “ Important that the student is an active participant whenever possible.
- “ Students are the critical connector between assessment and learning.
- “ Conference needs to be planned and purposeful.
- “ Provide a focus for the conference.
- “ Be prepared to respond to questions that may arise about student learning.
- “ Include students’ strengths and next steps/goal setting.

Conferencing: Things to Consider

- “ Ensure all participants know the agenda.
- “ Allow enough time for rich dialogue to occur.
- “ Have samples of student work (evidence).
- “ Provide students with opportunities to share successes and challenges.
- “ Know the learner.
- “ Keep record of all communication between school and home.

“Assessment must be balanced, including oral, performance, and written tasks, and be flexible in order to improve learning for all students.”

~Damian Cooper, 2007

Informal Communication Strategies

- “ Timely phone calls
- “ Regular conversations with students (feedback)
- “ Postcards/notes/progress updates
- “ Rubrics
- “ Portfolios
- “ Newsletters
- “ Response journals
- “ Peer and self-assessment
- “ Class websites
- “ Parent/Teacher nights

***“Assessment is a collaborative process,
not something teachers do to students.”***

~ Damian Cooper