
Board Governance Policy Cross Reference: [1, 7, 12, 13](#)

Administrative Procedures Cross Reference:

[Academic Responsibility, Honesty, Promotion and Retention](#)

[Appropriate Education Programming and Inclusion](#)

[Challenge for Credit](#)

[Organization for Instruction](#)

Form Cross Reference:

Legal/Regulatory Reference:

[Appropriate Educational Programming](#) Regulation 155/2005

[Communicating Student Learning: Guidelines for Schools](#) (Manitoba Education)

[Manitoba Provincial Assessment Policy Kindergarten to Grade 12: Academic Responsibility, Honesty, and Promotion/Retention](#)

[Manitoba Provincial Report Card Policy and Guidelines](#)

[Public Schools Act](#)

[Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning](#)

The Interlake School Division (ISD) believes that assessment, evaluation and the reporting of student achievement and growth are essential to the teaching and learning process. These practices should be carried out in a positive way that supports continuous learning, development and personal growth for students.

The primary purpose of assessment is to improve student learning. A strong assessment procedure will help create the conditions needed to accomplish the ISD mission: *“To enable each student to realize their full potential as a contributing and responsible member of society.”*

A. Guiding Principles

ISD is committed to the guiding principles of assessment through the implementation of, assessment for learning, assessment as learning, and assessment of learning. Assessment for and as learning involve learners in the process and support learner reflection; assessment of learning (commonly known as summative evaluation) measures final outcomes. All aspects, when done well, contribute to informed teaching and reliable judgment of learner progress.

1. Assessment for Learning

Designed to provide feedback to students to help them advance their learning. It provides teachers with information to modify and differentiate teaching and learning activities. Teachers should also use this information to streamline and target instruction and resources.

One of the most impactful strategies is co-constructing success criteria with students around instructionally significant learning goals. By engaging them in the process of defining the learning goals and what success looks like, their learning increases. Students begin to speak the language of assessment and take greater ownership of their own learning journey.

2. Assessment as Learning

A process of developing and supporting metacognition for students. Assessment *as* Learning focuses on the role of the student as the critical connector between assessment and learning. It requires that teachers help students develop, practice, and become comfortable with reflection, and with a critical analysis of their own learning.

3. Summative Evaluation (Assessment of Learning)

Is summative in nature and refers to the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. It accurately summarizes and communicates to students, parents, other teachers, employers, and institutions of further education what students know and can do with respect to the curriculum. Assessment *of* Learning provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

B. Evidence of Learning

Varied methods should be used to gather accurate evidence about student learning. Multiple sources of evidence increase the reliability and validity of the assessment and evaluation of student achievement.

There are three general sources of assessment evidence gathered in classrooms:

- Observations
- Products
- Conversations

When evidence is collected from three different sources over time, trends and patterns become apparent. This process is called triangulation. It is important that all three sources be considered when collecting evidence of learning.

Early Years - evidence collected relies mostly on process (observations and conversations during the learning) but products (physical evidence of learning and conversations post learning) also need to be considered.

Middle Years - evidence collected continues to rely on process (observations and conversations during the learning) but growing in importance is product (physical evidence of learning and conversations post learning).

High School - evidence collected relies mostly on product (physical evidence of learning and conversations post learning) but process (observations and conversations during the learning) still needs to be considered as well.

C. Assessment Practices Improve Student Learning and Guide Teaching

In contemporary learning environments, assessment should make up a large part of the school day, not in the form of separate tests, but as a seamless part of the learning process. The intentional design of assessment for learning that invites students to co-create assessment criteria with teachers is a powerful strategy that enables students to think deeply about, understand next steps, and become increasingly self-directed in the learning.

Students need clear targets and models of what constitutes quality work in order to improve their learning. The criteria for evaluating any learning achievements must be made transparent to students so they have a clear overview both of the aims of their work and of what it means to complete it successfully.

Seven characteristics of assessment that promote learning:

1. Assessment is embedded in the design of the teaching and learning;
2. Students know the learning goals;
3. Students recognize the standards they are aiming for;
4. Students are involved in self-assessment;
5. Feedback provided enables students to take their next steps;
6. Teachers hold the belief that every student can improve; and
7. Assessment involves both teacher and students reviewing and reflecting on the assessment data.

It is also important for teachers to deliberately and directly teach the habits and skills of collaboration in peer-assessment, which supports self-assessment by helping students to see their own work more objectively, through the eyes of their peers. In order for students to guide their own work and to become more self-regulated learners, they need to be encouraged to keep the aims of their work in mind and to examine their progress towards meeting these aims through the lens of the assessment framework that they have collaboratively designed.

D. Initial Assessment (Assessment FOR Learning)

Initial assessment identifies a student’s readiness, interests, and learning preferences in relation to the expectations outlined in the curriculum. Initial assessment, as the name implies, takes place at the start of a school year, term, semester, or teaching unit. Initial assessment is used by professional learning teams to plan responsive instruction and to set appropriate learning goals. At the school and school division levels, the information is used to examine trends and to make decisions about the provision of resources and professional learning to support the work of teachers. Initial assessment information helps teachers design instruction that aligns with the strengths and needs of the class and supports the creation of a class profile. Teachers discuss the class profile with members of the school-based student services team in order to share plans for instruction and access appropriate learning supports for students.

1. Roles and Responsibilities

School-based teams including classroom teacher(s), student services staff, and school administration will:

- a) plan for the implementation of initial assessment;
- b) facilitate initial assessments including adaptation of materials and/or procedures to meet the needs of individual students;
- c) ensure that adaptations parallel what typically occurs in the classroom on an ongoing basis;
- d) collate initial assessment results in order to develop class profiles;
- e) communicate assessment information to students, parent(s)/guardian(s), school administration, and division administration as required;
- f) plan for instruction and intervention to meet the needs of individual students;
- g) revisit and update class profiles regularly to set learning goals, monitor progress, and ensure open communication among students, parent(s)/guardian(s), and school staff; and
- h) reassess students who perform significantly below grade level to monitor progress and plan for further intervention if necessary.

2. Division Mandated Assessments

The Interlake School Division may periodically require teachers to administer specific formative assessment instruments with their students. The Division will specify and clearly communicate the criteria for these assessments and ensure that teachers receive adequate time and training to effectively carry out these assessments. Data collected from these assessments will be utilized at the local level to guide instruction and at the divisional level to inform programing.

E. Formative Assessment (Assessment FOR/AS Learning)

Formative assessment is part of the instructional process. It provides the information needed to adjust teaching and learning while they are happening. Formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made.

Formative assessment guides and supports instruction to ensure that resources and instructional approaches are enabling students to progress. Ongoing assessment should offer multiple and varied opportunities for students to demonstrate learning and should allow for modifications of instructional approaches and resources.

Formative assessment practices include, but are not limited to:

- students and teachers developing a common understanding of the learning goals and success criteria;
- teachers using open-ended questioning and other dialogue strategies to engage students in classroom conversation, which reveals student thinking;
- students receiving effective, descriptive feedback during their learning based on success criteria;
- students having the opportunity to apply teacher feedback;
- students self-assessing using criteria and improving their work before it is graded; and/or
- students developing a sense of ownership by communicating their strengths, challenges, and next steps in learning based on a collection of evidence.

Formative assessments could include journal entries, checklists, conferences, notes, running records, exit slips, etc.

1. Roles and Responsibilities

School-based teams including classroom teacher(s), student services staff, and school administration will:

- a) use formative assessment strategies to gather information, which informs instruction and plan appropriate interventions to improve student achievement;
- b) communicate the plan for assessing student learning for each subject to each student and their parent(s)/guardian(s);
- c) use assessment strategies that are appropriate to curriculum and provide equitable opportunities for all students to demonstrate learning;
- d) modify and adapt instructional plans using data and evidence gathered from formative assessment;
- e) collect formative assessment information for students with IEPs and use the information to improve instruction;
- f) provide opportunities for collecting multiple samples of evidence to show student achievement;
- g) provide frequent ongoing formative assessments during instruction and support students through modeling and guidance;
- h) reflect regularly on the accuracy, equity, and effectiveness of assessment practices; and
- i) maintain a collection of evidence.

2. Collections of Evidence

A well-organized collection of assessment evidence helps students self-assess their progress and set goals for next steps. Collections of evidence will:

- a) reflect the learning goals of the course;
- b) take multiple forms to meet the needs of all students;
- c) include goal-setting, monitoring progress, and reflecting on growth and achievement;
- d) include evidence of learning throughout the year;
- e) inform teacher/parent/guardian/student conferences; and
- f) include evidence of student achievement from three different sources - observations, conversations, and student products.

F. Summative Evaluation (Assessment OF Learning)

Summative evaluation is generally a more structured activity than formative assessment and occurs at the end of a unit, activity, course, term or program to determine what students know and do not know.

Summative evaluation provides evidence for evaluating performance levels in relation to learning goals and success criteria and happens at or near the end of a period of learning. Summative evaluation takes on a different form at early, middle, and senior years.

Grades are based on achievement of success criteria derived from prescribed learning outcomes. Learning behaviours (personal management skills, active participation in learning, and social responsibility) are evaluated and reported separately from achievement. To ensure fairness and consistency, all achievement is determined using the Academic Achievement of Provincial Expectations as defined in [Manitoba Provincial Report Card Policy and Guidelines](#).

1. Guidelines

All Grade Levels:

- many *formative assessment strategies* may also be used as *summative evaluation strategies*;
- students need to be made aware of when they are being evaluated for summative purposes;
- the types and frequency of these summative evaluations shall be determined by the classroom teacher but need to be in line with any further specific expectations set out by the school and/or Division;
- work that is being evaluated should be completed mostly at school, *in class*, allowing the teacher to observe process and product;
- the purpose of homework is to help reinforce what has already been taught in class;
- teachers need to keep their Student Services Team (Principal, Learning Support Teacher, School Counsellor) aware of any students they are concerned about;

- Division and/or provincial tests and evaluations are to be completed as required.

Early Years (K-4):

- a variety of summative strategies such as performance tasks, observations, journal entries, demonstrations, portfolios and projects shall be utilized;
- there are to be no teacher-created/school-based final tests, evaluations or examinations.

Middle Years (5-8) and Senior Years (9-12):

- a variety of summative strategies such as research papers, performance tasks, essays, demonstrations, portfolios, quizzes, tests and projects shall be utilized;
- as part of their course outline, teachers need to include an evaluation plan;
- these plans need to be shared with the Principal at the start of each course;
- once approved, the plan is to be shared with students;

G. Differentiated Instruction, Adaptations and Modifications

1. **Differentiated instruction:** a method of instruction, assessment, or evaluation that alters the presentation of the curriculum for the purpose of responding to learner diversity, student interests and strengths.
2. **Adaptation:** a change made in the teaching process, materials, assignments or student product to assist a student to achieve curricular learning expectations. Adaptations are not a reduction in expected learning outcomes. Adaptations are fair and can follow a student throughout their education. There are no adapted courses/programs, there are no adapted marks, and there are no adapted students. Adapted Learning Plans (ALP) are created for each subject/course. Discussions with parents/guardians about the adaptations required will occur prior to the ALP being created.
3. **Modification:** altering the number, essence, and content of the curricular outcomes that the student is expected to meet. Modification is appropriate for students who have a significant cognitive disability, significant cognitive disability is determined by a specialized assessment. A Curriculum Modified Plan (CMP) is created following a specialized assessment. A referral to psychological services with parent/guardian consent must be completed in order to determine eligibility for CMP.
4. A Student Specific Plan (SSP), including Adapted Learning Plans (ALP) and/or Curriculum Modified Plan (CMP) are the reporting tools used to communicate adaptations and/or modifications put in place for student success. Changes to the ALP and/or CMP can happen throughout the school year, all changes must be discussed with and reported to parent/guardians. An ALP or CMP is prepared with assistance of the student's Teacher, Learning Support Teacher, and student as appropriate.

5. Appropriate Education Programming: Classroom Teachers are expected to use differentiated instruction and adaptations to assist students in meeting expected learning outcomes (Appropriate Educational Programming Regulation 155/2005). If students cannot meet these outcomes, the student is referred for a specialized assessment to determine if modifications are appropriate.

H. Grading Guidelines

The **evaluation** of student learning is the responsibility of the teacher. Teachers will take various considerations into account before making a decision about the grade to be entered on a report card. The teacher will consider all evidence collected through tasks that the student has completed or submitted in order to determine level of achievement in a particular grade or course.

Teachers will weigh all evidence of student achievement and will use their professional judgment to determine the student's report card grade. This should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. Not all task scores need to be included in a student's grade. The report card grade represents a student's overall achievement, as demonstrated to that point in time.

Principals have a critical role to play in ensuring that there is a common understanding among all teachers about the process for determining the final grade. They are consequently expected to exercise their leadership and work collaboratively with teachers to ensure common and equitable grading practices based on the following principles:

- 1. All grading procedures will be linked to curricular goals/standards and/or outcomes as determined by Manitoba Education.**

The primary purpose is communication about achievement, with achievement being defined as performance measure against accepted published standards and learning outcomes. Grades must be derived from clear descriptions of curriculum outcomes and standards (criterion-referenced). Student learning should be communicated based on the achievement of these outcomes. When tracking student results, teacher's "grade books" will indicate student achievement by goal or outcome as opposed to by the method of **evaluation**.

- 2. Grades must be accurate estimates of student learning and meaningfully support student self-awareness and progress.**

Grades can be a worthwhile source of information that students, teachers, and parents use to make sound appropriate decisions when they are accurate and meaningful.

- 3. Teachers will use their professional judgement to determine student grades.**

The use of professional judgement is important to provide a realistic and fair reflection of student performance based on the best evidence available.

4. A student’s grade will represent the latest and most consistent evidence of achievement relative to curricular learning outcomes.

Teachers will not simply calculate average scores from every evaluation task that was marked. Rather, teachers will consider the latest and most consistent evidence of achievement and use their professional judgment when determining report card grades. The grade should be a fair reflection of the student’s achievement for that term/semester. The final grade should be an accurate reflection of achievement relative to curricular learning outcomes.

5. Grades will be based on individual achievement and not on group achievement.

While the act of collaborating and learning with others is highly desirable in developing collaboration and communication skills, unless they are being assessed as such, group achievement should not be used for grading purposes.

6. Teachers should sample student performance using a variety of methods such as observations, conversations, and products.

7. Teachers must establish and clearly communicate expectations regarding assignments.

Assignment requirements and evaluation criteria should be discussed with students. Teachers will communicate to students the intended learning outcomes, the nature of the products and performances, and co-create the criteria for judging the evidence of learning with students. Teachers should be prepared to clarify the expectations, if necessary, by providing exemplars, and to provide timely and specific feedback to students. Students must be actively and meaningfully involved in all phases of learning and assessment. Of particular importance is the need to ensure students are “assessment literate” and able to self-assess. It is critical that all students participate in self and peer assessment. However, the final grade will be determined by the teacher.

8. Teachers must set and communicate reasonable timelines for learning to be demonstrated by students and to support them in meeting these timelines.

The timelines teachers set should provide adequate time for students to demonstrate their learning, while being mindful of other personal demands and of their individual strengths and challenges.

9. Teachers should use their professional judgment to establish reasonable but firm expectations regarding timelines, and support and motivate students who do not take responsibility for their learning to ensure that they make regular progress.

Regular communication about student progress among teachers, students, and parents will support timely completion of learning tasks. Other strategies may include the following:

- Solicit and consider student input and collaborate with other staff to coordinate the timing of major assignments;
- Share timelines and reminders through a variety of communication strategies available at the school, e.g. posts on websites, email, and course outlines;
- Assist students to manage time effectively — providing regular feedback and monitoring student progress at each stage of learning can ensure they stay on track;
- Anticipate which students may require additional supports to demonstrate their learning, and monitor those students more closely;
- Communicate with parents to discuss strategies for keeping students on track when they are falling behind or not taking responsibility for their learning;

- Choose, when appropriate, to extend time for a student’s learning to be demonstrated, especially for students who communicate with the teacher in advance of the due date. An ‘IN’ for ‘Incomplete’ can act as an excused mark until the learning has been demonstrated, which would comply with the amount of time allotted to the student. If the student has shown no evidence of learning, then the ‘IN’ will essentially become a qualified grade.

10. Student’s specific learning behaviours will be reported separately in order for students to understand the behaviours associated with their learning.

For instance, effort, participation, and attendance require teacher feedback but not as part of a student’s overall grade in a given subject area.

11. Establish, communicate, and apply consequences for a student’s lack of learning evidence.

Students must understand that there will be consequences for not providing evidence of learning.

12. Teachers should establish and clearly communicate expectations regarding assignments, set and communicate timelines for assignments, and support student learning using the strategies provided above in item #9.

If evidence of learning is not demonstrated, teachers will apply the following strategies based on their professional judgment:

- Confer with the student and, where appropriate, with the student’s parents about the reasons for not providing learning evidence, and consider the legitimacy of reasons;
- Develop an agreement with the student to demonstrate their learning;
- Require the student to provide evidence of learning during school time or at lunch or after school within a supervised setting in accordance with school policy;
- Provide appropriate support to students in the form of counseling or peer tutoring to address issues and barriers that may be preventing the student from providing learning evidence;
- Provide additional supports for students who are learning an additional language;
- Provide alternative assessment and/or evaluation tasks that accommodate diverse learning needs.

If these strategies are unsuccessful in supporting students to provide evidence of learning, teachers may deduct marks. A mark should, in the professional judgment of the teacher, represent the student’s actual achievement.

In applying consequences to the lack of learning evidence, teachers will consider the nature of the assignment, the individual circumstances of the student (especially struggling learners), and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students are ultimately responsible for providing evidence of learning in a timely manner and for knowing that there are consequences for failure to adhere to those parameters.

I. Appeal of Grades

A student who disagrees with an evaluation of their work may, within five school days, appeal the result according to the following procedures:

- the student (or parent) must verbally request a re-evaluation from the subject teacher;
- the teacher will re-evaluate and communicate the results. It is understood that the mark may be raised, lowered or remain the same;
- the student (or parent/guardian) may request a second re-evaluation by submitting a request, in writing, to the school Principal. This should occur within five school days after the results of the first appeal are made known;
- the Principal may request a re-evaluation by a different teacher with knowledge of the subject area. The evaluation criteria and/or scoring rubric must be provided. The teacher will re-evaluate and communicate the results to the Principal;
- the mark allocated as a result of the re-evaluation will be considered the final mark whether the mark is raised, lowered or remains the same.

Appeal of Final Grades

A student who disagrees with a final grade may, within five days of the grade being issued, request a re-calculation of the grade according to the following procedures:

- the student (or parent) must submit a request for mark re-calculation, in writing, to the Principal of the school;
- the Principal will conduct a mark re-calculation. The mark allocated, as a result of this re-calculation, will be considered the final mark for that course, whether the mark is raised lowered or remains the same.

Note: In order to properly review a final grade, the teacher shall make course outlines available with evaluation items, weighting and a record of grades as requested.

All student evaluation records must be maintained for a minimum of two years.

Provincial Standards Test Reread

If a student disagrees with a mark from a standards test, a reread may be requested according to the following procedures:

- the request for reread must be made in writing to the school Principal within five school days of the date the final standards test mark was reported to the student.
- a trained marker from outside the student's school will be selected by Senior Administration to reread the exam;
- the mark given on the reread of the standards test will be the final mark issued, whether the mark is raised, lowered, or remains the same. The standards test mark will then be recalculated into the student's final course mark by the classroom teacher.

J. Recording and Reporting Guidelines

In accordance with [The Public Schools Act](#), the Division has an obligation to conduct regular evaluations of student learning, record that data and to report to parents/guardians at regular reporting periods.

1. Reporting Periods

a) Early Years and Middle Years

- Written reports are to be completed 3 times each year.
- Student Included Conferences are to occur 2 times each year.

b) High School

- Written reports are to be completed 2 times each semester.
- Student Included Conferences are to occur once each semester.

2. Parent Communication

Teachers should not rely solely on the written report to communicate progress and/or concerns. Informal contact provides a vital link between home and school and can be accomplished in a variety of ways such as PowerSchool, emails, posts on school websites, notes, letters, journal entries, phone calls, meetings, etc.

If a student is achieving below grade or course expectations, parents must be kept fully informed through regular parent – teacher contact.

3. Written Reports

Student achievement should be reported and communicated appropriately, meaningfully and accurately to students and parents.

- comments should describe student achievement in relation to the curriculum / learning outcomes
- the teacher should be reporting on what the student knows or is able to do
- focus is on most recent evidence
- areas of learning that require further attention / development should be highlighted
- where appropriate, ways the teacher is supporting / will support the student's learning needs should be included
- where appropriate, ways the student might better support their own learning should be included

Teachers are to make themselves familiar with the Manitoba Provincial Report Card, expectations around it and with any other related support documents. Most procedures for using the provincial report template are contained in the document, [Manitoba Report Card Support Document: Partners for Learning: Grades 1 – 12](#). The following section outlines local decisions and interpretations about implementing these templates in the Interlake School Division.

4. Kindergarten Reporting Guidelines

- Schools will use established divisional report card templates (English and French Immersion).

- Term 1 report cards will report on learning behaviours and a limited set of early academic indicators at the discretion of the school Principal.
- Term 2 and 3 report cards will report on the full range of learning behaviours and academic indicators.

5. Early Years (Grades 1 – 6) Reporting Guidelines

- The achievement code given in any particular term reflects a snapshot of student achievement in relation to the work they have completed in that term. Achievement codes, therefore, do not necessarily rise as the year goes on.
- Final grades will reflect the growth and progress students have made throughout the year.

6. Middle Years (Grades 7– 8) Reporting Guidelines

- The achievement indicator given in any particular term reflects a snapshot of student achievement in relation to the work they have completed in that term. Achievement indicators, therefore, do not necessarily rise as the year goes on.
- **Evaluation** of students will result in a cumulative grade. Final grades will reflect the growth and progress students have made throughout the year.
- Teachers will give a percentage mark for each subject. The percentage will cohere with the achievement indicators for that subject.
- Terms will not be assigned individual weights.

7. Senior Years (Grades 9 – 12) Reporting Guidelines

- Terms/Semesters will not be assigned individual weights.
- Teachers will report a percentage grade to represent overall achievement.
- Teachers will report achievement for each student, and will write personalized report card comments highlighting strengths, challenges, and next steps.
- A personalized report card comment must accompany any 'ND', 'IN' or 'Rarely' that a student receives.
- Final evaluations in Grades 11 and 12 courses, where allowed, are reported separately on the report card.
- Teachers with courses that have provincial achievement tests will weight these tests in accordance with the provincial mandate.

8. Procedures for Using PowerTeacher Gradebook

- When setting up new assignments in PowerTeacher Gradebook, teachers will describe the nature of the assignment to communicate a clear picture about its purpose.
- Teachers will use their professional judgment to determine the number of evaluation entries, as well as which tasks will be included in the student's final grade.

Grade Displays

Grades 7 and 8

- Teachers may enter assessment data using points or percentages, or teachers may use achievement indicators as the primary record of assessment.
- Teachers will review whether anomalous scores skew the average and ensure that each reporting category has sufficient evidence.
- Teachers will have the option to attach standards (i.e. report card categories) to each assignment and to use PowerSchool’s visualizer. By ‘attaching’ or ‘pushing’ standards, performance levels (4, 3, 2, 1...etc.), reporting categories are automatically calculated. If teachers choose not to attach standards, they must manually enter a value for the reporting categories. Whichever method is used, teachers must check that the category performance levels and the overall grade are accurate and consistent.

Grades 9 - 12

- Teachers will enter evaluation data using points or percentages. Teachers will use a weighted average of the reporting categories to determine an overall grade, and the web portal will show this overall percentage grade for the subject.
- Teachers will review whether anomalous scores skew the average and ensure that each reporting category has sufficient evidence.
- Teachers will not attach standards.

9. Procedures for Using PowerSchool Web Portal

- Teachers will update their PowerSchool gradebook of available assessment information at least once every 12 classes. “Update” means “ensure the data is up-to-date”; it does not mean teachers need to *add* summative evaluations. Teachers will use gradebook options to inform parents of assignment status as it becomes available (e.g., collected, missing, late etc.)
- For grades 7 and 8 the web portal will show the overall percentage grade for the subject.

10. Responsible Use of Powerschool/Web portal

Division and School Administration

- Division and school administration shall notify teachers when information from their gradebook will be used for student meetings.
- Administration will maintain privacy by only using information from a teacher’s gradebook in context and by involving the teacher in conversations about that information.
- Administrators will review assessment information for individual students, and not use it to compare teachers, students, or schools.

- Administrators will ensure that the proper hierarchy of communication for the resolution of disputes about information in the gradebook are followed. Parents and students will be redirected to the classroom teacher should a dispute arise.
- Administrators will communicate to parents and students their expectations with regards to the timeliness of teacher communication.

Teachers

- Teachers will respond to communication about gradebook information from parents and students within a reasonable time frame.
- Teachers will manage their electronic office hours. Teachers are not expected to respond to electronic communication after school hours.

K. Student Included Conferences

The primary purpose of Student Included Conferences is to allow students to communicate their learning to their parent(s). They need to be able to share where they have been, where they are now, and where they are headed in terms of learning goals. The focus of conversation is on improvement over time (progress and achievement).

Engaging in this process supports continuous learning, development and personal growth for students and to help develop independent, lifelong learners who regularly monitor and assess their own progress.

Format:

- participants - student, parent(s)/guardian(s) and teacher(s);
- schools need to make parents aware of conferences, their importance and the time parameters staff are available for such;
- the conference should be approximately 15 to 20 minutes in length;
- most of that time is for the student to share with his/her parent(s)/guardian(s);
- in the Early Years, students will need more teacher support to do so but as students move through the grades, there is a gradual release of responsibility from teacher to student (sometimes referred to as “student – led conferences”);
- the last 5 minutes or so is for the parent(s) and/or teacher to address any concerns/questions not yet addressed;
- if a parent requests additional time, or if the teacher feels specific learning or behavioral items need to be addressed in more detail, another meeting will be arranged; this is in addition to, and not in place of the conference;
- ideally only one conference should occur at a time.

Content:

All Conferences, at all levels (Early Years, Middle Years, High School), need to be framed by:

1. sharing evidence of learning
2. reflection
3. goal setting

What these 3 processes look like may vary class to class, grade to grade, school to school.

This is a school – based decision.