



Regina Catholic Schools

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STUDENT PROGRESS REPORT QUESTIONS AND ANSWERS FOR PARENTS OF STUDENTS IN KINDERGARTEN, GRADE 1 and 2 FRENCH IMMERSION

Background

For some time, our school division has been in the process of renewing the division report cards. The renewal occurred in phases following curriculum development and implementation. The process included years of research and review and development.

Why was the renewal necessary?

The report card was being renewed to align to the changes made to the Saskatchewan curricula. There has been a fundamental shift in the curricula that requires a different approach to assessing student learning, to evaluating student learning, and ultimately to grading and reporting on student learning.

What has changed?

The change in name from 'report card' to 'student progress report' summarizes the shift in the approach to reporting student achievement and growth. The goal is to give students feedback and inform parents regarding what a student knows and is able to do. Another goal is to show growth. Students enter the education system and develop knowledge and skills through the years to graduate as competent members of society. The emphasis is on monitoring student growth. Progress is reported at key times during the year.

Why is there a focus on competencies?

Each subject area has critical learnings that are to be met for the grade level. The critical learnings have indicators that detail what the student ought to know and be able to do. The development of knowledge and skills outlined in the critical learnings and indicators lead to the development of overall competencies. Students have many opportunities during the year to achieve the critical learnings for the subject at their grade level. Students develop competencies from the time they enter the education system to the time they leave at graduation as competent individuals who have attained the goals of education.

Why is this approach more appropriate than traditional reports?

Emphasis is placed on learning and not on working to achieve a "letter grade" or "mark". Students can focus on acquiring skills and knowledge rather than on earning points. Every task, assignment, or project 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.

What is an interdisciplinary curriculum for French Immersion?

It is a way of organizing the road map for student learning. It begins with French language development with an emphasis on oral language. Meaningful connections are made between language learning and the subjects. Authentic inquiry contexts (units of study) integrate French Language Arts, Mathematics, Science, Social Studies, Health, Physical Education and Arts Education.

Is my child going to learn to read, write and do Math with the interdisciplinary curriculum?

Yes. Oral language development is the foundation for learning to read and write. As children engage in contexts (units of study), they develop the oral language needed to read and write the words and phrases they are exposed to. Students will also develop Math knowledge and skills.

What is reported on the student progress report?

- 1) *Life Skills and Living our Faith* – those faith-based, developmental and social skills that help create a positive learning environment and support the learning process.

	Term		
	1	2	3
Responsibility/Organization			
I am prepared for class and manage my materials.			
I am accountable for my actions and decisions.			
I manage my tasks and am punctual with assignments.			
I engage with others with courtesy and respect.			

- 2) *Competencies* – Information is shared regarding a student’s performance and progress for each area by reporting on the overall competencies that are being developed. The competencies are an overall summary of the knowledge and skills addressed in the unit of study.

Example – **Expresses Self to Meet Needs and Fulfill a Purpose** has four components which are reported:

- Uses Language Models
- Communicates Effectively
- Develops Movement Skills
- Reflects on Learning

	TERM		
	1	2	3
Express Self to Meet Needs and Fulfill a Purpose			
Uses Language Models Demonstrates the ability to use modelled language (oral, print and other media texts) to express self			
Communicates Effectively Communicates own ideas and understanding orally, through creation of visuals, writing and artistic expression			
Develops Movement Skills Engages in movement activities to develop personal health, skills, and to interact with others			
Reflects on Learning Explains how learning can be applied to new situations			
Comments:			

3) Religion and Fully Alive

Religion is taught in English, separately from the Interdisciplinary curriculum. In addition, Fully Alive, also taught in English, is introduced in grade 1. Both are assessed using the following scale:

ASSESSMENT OF ACHIEVEMENT			
Not Yet Meeting Outcomes (NY)	Beginning to Meet Outcomes (B)	Meeting Outcomes (M)	Enriched Understanding (EU)
The student does not yet meet grade level learning outcomes. There is no evidence of grade level learning.	The student is beginning to show progress toward grade level learning outcomes. There is some evidence of grade level learning.	The students is showing mastery with grade level learning outcomes. There is evidence that learning outcomes have been met.	The student is showing an in depth understanding of the learning outcomes. There is evidence that the student is engaged in higher level analysis and problem solving.

How will student's learning progress be reported?

The French Immersion KG-2 teachers assess using the following learning scale:

A - Awareness – In this category, the student is demonstrating attempts to understand concepts. He or she requires continual guidance and frequent reminders at this time.

D - Developing – If your child is identified as *Developing* in Term One, don't panic! It is typical for children to start the year at Developing. It means that they are starting to understand the concepts and to learn the skills of the Critical Learning (*Apprentissage critique*), but they need more time or support with some of the skills that have been taught. Later in the year, *Developing* may be a case for concern and the requirement of additional support to the student.

P - Progressing – If your child is identified as *Progressing*, you should be very proud! It means that he/she is demonstrating a consistent understanding of the concept and can do the skills that are expected. He/she meets curricular expectations and requires minimal guidance and occasional reminders. Very few children start school already demonstrating these skills. If your child has achieved *Progressing* at the end of the year, it means that they can do what the curriculum says they should be able to do. It is a very good mark!

R – Readiness – If your child is identified as *Readiness*, that's amazing! Very few students achieve the *Readiness* level. Readiness means that your child is able to demonstrate independently an understanding of concepts and is ready to advance to the next stage. It is a rare and wonderful mark.

Not Applicable (N/A) – If you child has *Not Applicable*, it means that the Critical Learnings (*Apprentissage critique*) were not taught or not formally assessed during the term. These will be taught later in the year.

The process of assessing, reporting and conferencing has changed from a teacher-directed approach to a collaborative on-going process designed to support and enhance learning.

It should be noted that students in the French Immersion *Kindergarten* program do not receive a progress report during the first term. They will receive a summary of results from the Saskatchewan Early Years Evaluation.

What are rubrics?

A rubric is a written description of performance levels ranging from low performance to very high performance. The students' knowledge and understanding, as well as skills are assessed based on the description at each level. The rubrics are developed in French and are used with students for the purpose of understanding their progress and establishing learning targets. This engages students and assists them in being active participants in setting learning goals.

How does the rubric convert to a traditional letter grade or a percentage?

There is no conversion. The identifier over the rubric serves as a place holder on a scale. The focus is on the description of the competencies in each of the subjects for the grade level. What is important to know is the level of knowledge and skill attainment in the competency area. The rubric helps to explain that level of attainment.

How do I know how my child is doing in relation to others in the class?

It is important to know how your child is doing in relation to the critical learnings that have been identified in the curriculum. It is important also to know how your child is progressing, the areas of strength and areas for continued growth. That is more valuable than a comparison to others in the class. The groups of students vary greatly from class to class, the critical learnings stay constant.

What can I expect after Grade 2?

In Grade 3, students move away from the interdisciplinary curriculum and individual subject areas are introduced. English Language Arts is formally taught at this grade level.