

How will I know how my child is doing?



The way your child's learning is shared with you is changing. This overview will tell you what you can expect from your child's report card, and from teacher updates.

How often will I get updates from my child's teacher?

During the school year, you should expect to see 5 learning updates about your child. This will include 3 written learning updates (that could look like report cards), and 2 informal learning updates (could include conferences with a teacher, and phone calls or e-mails from a teacher).

Schools set the schedule for when learning updates happen. However, your child's teacher may connect with you at any point.

If your child has an Individualized Education Plan (IEP), you will receive learning updates in the same way as all the other parents and caregivers do. But your child may also get additional updates based on their IEP.

What will my child's report card look like?

Each written update will include:

- information on how your child is doing in each area of learning
- written comments (descriptive feedback) on your child's strengths and areas they need to work on, as well as their work habits and behaviour
- information on the communication, thinking, and social skills that your child needs to be successful (Core Competencies) and your child's goal setting
- information about your child's attendance

Note: For Grades 10-12, the last written update of the school year also tells you if your child is on track to graduate.



Information for Parents and Caregivers

Your child's marks (on the proficiency scale for Grades K-9, and letter grades or percentages for Grades 10-12) are based on the learning they have shown in each subject.

Letter grades and percentages

If your child is in Grades 10-12, they will receive letter grades and percentages. Students currently require letter grades and percentages for the transition to post-secondary education.

The Provincial Proficiency Scale

If your child is in Grades K-9, you won't see letter grades on their report card. Instead, you will see information on where your child is on the Provincial Proficiency Scale. The scale uses the terms "Emerging," "Developing," "Proficient," and "Extending" to describe student learning. The scale maintains high standards for student learning.

Emerging	Developing	Proficient	Extending
Emerging means your child is beginning to understand something in an area of learning. They are still learning but may need more support to move ahead. Emerging doesn't mean your child is unsuccessful in this area.	Developing means your child understands some things in an area of learning but still has other areas to work on. Like Emerging, it doesn't mean your child is unsuccessful in this area.	Proficient is the goal for your child. It's also the goal for all students. When your child is Proficient, it means they fully understand the required learning. But it doesn't mean their learning stops.	Extending is when students show a deeper understanding. It's when your child is able to apply their learning in new and different ways. Extending is not the goal for all students in every area of learning.

Descriptive feedback

You will receive written comments that clearly explain where your child is in their learning and any areas they need to work on. The comments will be short and easy to understand.

Work habits and behaviour

It's important to note that grading and reporting are not disciplinary tools. Information on your child's work habits and behaviour will be in the written comments on your child's report card. Teachers should let you and your child know about any concerns before you receive a written report.

What information will I receive on Core Competencies and goal setting for my child?

Your child's written reports will include their self-reflection on Core Competencies and their goal setting.

Self-reflection is when your child thinks deeply about the skills they have developed and how they can continue to grow those skills.

Your child will be reflecting on their communication, thinking, and social skills (Core Competencies). When your child reflects on the competencies, they become actively engaged in their learning.

Your child will also be setting goals. As they set goals and work toward them, your child will be starting to shape their future. When they are faced with a problem, they will learn how to find creative solutions, instead of getting stuck.

Attendance

Your child's written reports will include an attendance record. Attendance doesn't affect your child's marks, but it does impact their learning. Teachers should let you know about any concerns with your child's attendance.

How will I know my child is on track to graduate?

If your child is in Grades 10-12, they will get a graduation status update in their last written report of the school year. This will ensure that your child and you have the information you need to plan for graduation and address any concerns early on.



What if my child has a disability or diverse ability?

Every student is unique and learns in their own way, which is why teachers work hard to make sure that each student can participate and contribute in all aspects of school life. Diverse and inclusive classrooms ensure each child is welcomed and supported in their learning, no matter their abilities. Classrooms are designed to be accessible to students so that your child can grow, learn and succeed.

If your child has specific learning needs and requires additional support, they will not be automatically given an Emerging, Developing, or lower letter grade on their report card. Their report card will include a mark based on the learning they have demonstrated and written comments on where they can go next in their learning.

Whether your child is an English Language Learner, a French language learner in a Francophone program, or has a disability or diverse ability, they will be supported every step of the way. At report card time, your child will receive their report card at the same time as their peers.

Can my child use tools and strategies to support their learning?

All students use tools and strategies to support their learning, not just students with an Individual Education Plan (IEP) or an Annual Instructional Plan (AIP). If your child uses a specific tool or strategy, like using speech-to-text or giving an oral presentation instead of taking a test, their marks will not be negatively impacted.

The types of support your child will receive depends on their needs and may not be noted on their report card. Instead, you will find this information in their IEP, AIP, and/or another school-created document.



What if my child is an English Language Learner?

If your child's English language skills make it difficult for them to fully show their learning, they may not be given a mark. Instead, their report cards will have written comments describing what your child can do and areas they can work on while their English language skills are growing.

Once your child has English skills that allow them to show their learning, they will be given a Proficiency Scale indicator or letter grades and percentages on their report card.



What if my child is assessed only on their IEP goals?

In general, students are assessed on the Learning Standards of the curriculum. Most students with an IEP are assessed on the Learning Standards. Very few students will be assessed on the goals outlined in their IEP instead of the Learning Standards. In these instances, there may still be some subjects, like art or gym class, where your child will still be assessed on the Learning Standards of the curriculum.

You should know that a mark may not be used when your child is being assessed only on their IEP goals. Their report card will still include descriptive feedback describing what your child can do and the areas they are still working on.