

How can I support my child's learning?

A parent is a child's first teacher. Parents continue to play a very important role when a child enters school. As a parent you can support your child's learning by:

- Knowing what your child is expected to learn and actively supporting those learning activities and experiences
- Working together as a team with your child's teacher and the school staff



- Talking with your child and asking:
 - * What do you really like doing?
 - * How do you know that?
 - * How did you do that?
 - * What is difficult/hard for you?
- Talking with your child's teacher and asking:
 - * What is my child learning?
 - * What is my child doing well?
 - * What are some difficult areas for him or her?
 - * What are some samples of his or her work?
 - * What can I do to help?

Student progress is shared with parents in a variety of ways throughout the year. The purpose of reporting is to communicate effectively how each student is developing, both individually and according to curriculum expectations. The report card is just one piece of the communication process.

While these achievement indicators are an important measure of your child's progress in school, they are only part of the educational picture. Student reports will also include information on behaviors that may affect your child's learning. Further information on your child's academic achievement or learning behaviors may be written in comments and/or shared during conferences with the teacher.

If you have a concern about your child's academic progress or engagement in learning, please contact their teacher.



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Lord Selkirk School Division

A Parent's Guide to Understanding Student Progress



This brochure has been prepared to help you understand the changes to the process of assessing and reporting your child's progress.

A new way of reporting

The new report will:

- Provide parents with more comprehensive information about their child's progress
- Make suggestions to help parents support their child's learning
- Meet provincial guidelines related to provincial curricula, assessment, evaluation and reporting
- Separate student academic achievement from personal and social development

Your child's reports will:

- Be easy to understand
- Provide information about your child's learning in each subject
- Include teacher comments that identify areas of strength and areas for further development
- Provide you with a snapshot of your child's achievements
- Provide information about your child's social development and growth as a learner

Curriculum Outcomes

Manitoba Education develops province-wide curriculum learning outcomes for all schools, following Canadian standards. These outcomes determine the knowledge and skills students are required to learn.

The new report describes achievement based on these learning outcomes. There is no longer just one mark for the entire subject.

This comprehensive reporting allows teachers and parents to better identify a student's areas of strength and weakness.

Assessment

Assessment is the way in which teachers gather evidence to determine a student's progress toward mastery of learning goals.

The purpose of assessment is to support student learning.

The new grades are different from what you might remember from your school years. They do not rank a child in his or her class. Rather, the grades indicate your child's progress in relation to the clearly identified curricular outcomes he or she is expected to learn.

Achievement Indicators

When you receive a formal report, you will notice a reference to achievement using a simple code. This format will tell you how your child is performing in relation to the provincial learning standards.

What the achievement indicator codes mean

The following achievement indicator codes are used to describe student achievement in each subject area:

ME – Meeting Current Expectations

The student consistently demonstrates and applies the concept, skill or value.

AP - Approaching

The student demonstrates an understanding of the concept, skill, or value

DV – Developing

The student is developing an understanding of the concept, skill or value.

DP – Dependent

The student requires ongoing support to demonstrate awareness of the concept,