

Grades 7-8: Directions for Completion (Delete this box prior to sharing with students/parents):

- Refer to the Teacher Communication Plan - CCRCE Quick Reference Document for the expected components to be included.
- Color key:
 - Blue - A description and examples are provided to be updated by the teacher to reflect the course.
 - Black - To be included in the communication plan.
- This information may be copied and pasted into your chosen format (i.e. brochure).

Program Overview

A description of the course/subject including the identification units of study, strands or modules.

Assessment and Evaluation Strategies for Student Learning

Assessment takes place on a daily basis and is a key part of the learning/teaching process. Ongoing assessment of student learning informs students about what they have learned and what they have not yet learned. Students will be provided with a variety of opportunities and ways to demonstrate their learning and understanding in relation to the curriculum (learning outcomes) for the subject/course. Student learning will be assessed using:

- Conversations with students
- Observations of learning
- Products students create to show their learning throughout the process

At the end of each reporting period, assessment evidence will be evaluated, summarized and reported to parents/guardians using a percentage grade.

Outcomes-based Grading

While we are familiar with the 100-point grading scale with usually 50% being a pass, today teachers will use an achievement level to assess a student’s work. Student learning will be assessed and communicated using achievement levels (in-depth, competent, developing and limited understanding) to describe what students are to know, show, and do in relation to each assessment (based upon the curriculum outcomes). Achievement levels are not the number of points a student has earned. View each assessment separately to learn how the student is progressing and feedback to improve learning.

Assessment Due Dates and Extensions

Due dates are important as this provides time for the students to receive and apply descriptive feedback to improve their learning. In exceptional circumstances when a student knows they will not be able to complete their assessment or have missed time from school, they are expected to have a conversation with their teacher prior to the original assessment due date. The teacher will decide to assign an extension, modify the assessment or possibly exempt the student from the assessment. The process for incomplete assessments will follow the EECD Process for Classroom Assessment Due Dates and Extensions.

If the teacher notices a pattern of late or missing assessments, they will communicate with the student and parent(s) to discuss concerns and identify supports that may be required.

Expectations for Learning Success

Edit to reflect grade level, learning space/environment and align with school communication plan.

Example:

To help ensure each student is given the opportunity to learn in a safe environment, which nurtures each individual’s personal, social and academic growth, students are asked to meet the following expectation:

- Produce quality work while completing classwork and homework
- Interact positively, resolve conflicts appropriately and accept responsibility for own actions

- Arrive on time and be prepared for class
- Follow instructions/directions/rules and routines
- Respect school property and the property of others
- Work collaboratively and independently while using time efficiently

Materials and Supplies

Edit to reflect the course.

Supports Provided to Students

This should be aligned with school practices.

Examples:

- Use of descriptive feedback
- The opportunity to resubmit work to show additional learning
- Ways to access learning materials (i.e. Google classroom)
- Small group instruction in class
- Extra help

Communication

What to include:

- On-going formal and informal methods the teacher will use to communicate with parents/guardians about student learning and well-being.
- Preferred methods parents/guardians can initiate communication with the teacher.

Example:

Education is a partnership between home and school. We value parent involvement at every level and encourage you to partner with us. To support this partnership, communication from the teacher will be provided using the following methods: email, phone calls, notes in agenda. Communication from home is always welcome, with notes in the agenda or emails being preferred forms of communication.