



REPORTING STUDENT PROGRESS

Category: Educational Services

Effective: January 2022

Policy Statement

Reporting on student progress is a vital component in the education process. Formal and informal procedures are incorporated to ensure effective communication of areas of achievement, growth, and next steps among the teacher, parents/guardians, and students.

A report is used to provide a clear, accurate and current record of student achievement and progress, and to provide information for the appropriate placement of the student. The reporting of achievement within a given grade level shall convey similar information from school to school within the district. The provincial report card shall be a formal means of reporting achievement.

After the report, student-parent-teacher conferences provide an opportunity to assess achievements, areas of growth and next steps to secure a better understanding of student progress.

Procedures

1. Principals shall ensure that teachers are aware of the reporting procedures in effect.
2. Principals shall ensure that parents/guardians are advised that a clear statement of outcomes is available upon request. In addition, teachers and principals are encouraged to review long and short-term plans with parents as appropriate.
3. There must be evidence of the use of assessment to inform daily planning, instructional differentiation, long and short-term curriculum plans, and school plans.
4. The approved Provincial Report format used at each level shall be consistent across the district.
5. The assessment practices shall be consistent across the district to ensure that achievement in each subject at a given grade level shall convey similar information from school to school within the district.
6. Teachers should be prepared to respond to parent/guardian requests for updates on student progress throughout the school year and be able to substantiate all information placed in the cumulative record folder by records and/or evidence of learning.



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7. The teacher shall discuss reports with students as part of the reporting procedure, K-8 and at high school, as applicable.
8. There shall be three report cards issued each year K-8, and four report cards issued each year 9-12, using the provincial report card template.
9. Integrated into the reporting process shall be at least two parent-teacher conference sessions with day and evening conferences available.
10. Reports are intended to convey concise information regarding student achievement, areas of growth and next steps.
11. Academic achievement shall be the basic criterion used in a grading system. Grades shall not be used therefore in dealing with behavior.
12. Assessment practices shall be consistent with learning objectives.
13. Achievement shall be based on triangulation of evidence (Observations, Conversations, Products).
14. Cumulative record folders should be consistent with the reports.

Appealing Evaluation Decisions

Parent(s), guardian(s), or student(s) eighteen years of age or older, who are dissatisfied with the evaluation of the student's progress, should discuss the matter with the teacher. If after discussion with the teacher, the person is still dissatisfied, the matter should be discussed with the principal. If the problem is still unresolved, a written appeal should be filed with the appropriate Education Centre, and then the Office of the Superintendent, as per the guidelines of the [Provincial Appeal Policy](#).

Reference

- [A User's Guide for the Appeal Process](#) As Provided for In The New Brunswick Education Act
- New Brunswick [Education Act](#)