



# Dartmouth South Academy

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Principal: Jacquelyn Reid Vice Principals: Susan Aucoin & Ashley Grant

Administrative Assistants: Amanda Drake & Doug Jarvis

## Plan for Communicating Student Learning: 2026-2027

### Introduction

Dartmouth South Academy believes that students are most successful when collaborative partnerships exist between all those involved in the education of the child. The following plan for *Communicating Student Learning* will explain the assessment and evaluation process for your child's learning, and how we communicate student learning and achievement.

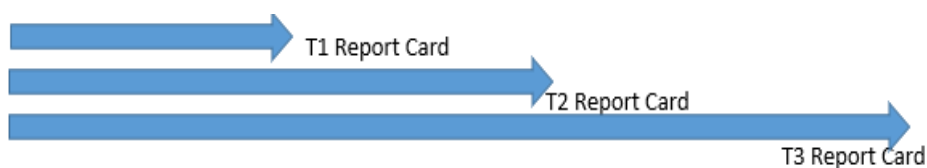
Assessments are an important part of the teaching and learning process. A great deal of student assessment happens in classrooms throughout the year. Assessments are designed to help the teacher monitor progress and make decisions about next steps for instruction. Regular attendance supports student success and achievement. It is key that parents/guardians/caregivers and teachers work together to maintain regular communication regarding students' learning, progress, and well-being. Students will be provided with a variety of opportunities and ways to show that they understand what they are learning. Teachers will provide timely feedback to students during and after learning opportunities.

In the event that a student must miss school, teachers will provide students with the materials that were distributed in class during the student's absence.

### Report Cards and Progress Conferences

In grades P-8, report cards are sent home three times a year. The *learner profile* will have information about your student's work habits, social skills and attendance. The remaining sections will provide a grade and comment from the teacher on the student's learning in their classroom subjects. The comments will explain the ways the student is succeeding, any areas for improvement and suggestions for continued learning at home and/or at school. Families will have an opportunity to discuss their child's progress with the classroom teacher(s) during scheduled progress conferences.

For important dates throughout the year, please see the [2026-27 NS Regional Centres for Education Calendar](#). Our [Nova Scotia Student Assessment Policy](#) outlines inclusive and equitable assessment, evaluation and reporting practices. It includes reporting on *cumulative* evidence that reflects the ongoing nature of student learning.



| Report Card Schedule 2026-27                                                             |                                                                                    |                                                           |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------|
| Term 1                                                                                   | Term 2                                                                             | Term 3                                                    |
| Report cards emailed electronically<br>Friday November 27                                | Report cards emailed electronically<br>Wednesday, March 24                         | Report cards emailed electronically<br>Wednesday, June 30 |
| Progress Conferences<br>Thursday, December 3 (evening)<br>Friday, December 4 (afternoon) | Progress Conferences<br>Thursday, April 1 (evening)<br>Friday, April 2 (afternoon) |                                                           |

### Achievement of Expected Learning Outcomes in Grade Primary

At the end of each reporting period, teachers will review the evidence of learning they have gathered and will use this information to report to parents/guardians about their child's progress in relation to the learning outcomes. Teachers will comment on Integrated Language Arts and Integrated Mathematics each term and Music and Physical Education in terms 2 and 3. There are no letter grades or developmental codes for Primary.

### Achievement of Expected Learning Outcomes in Grades 1-3

At the end of each reporting period, teachers will review the evidence of learning they have gathered and will use this information to report to parents/guardians/caregivers about their child's progress in relation to the learning outcomes. Music and Physical Education will be reported in terms 2 and 3 only. See below for descriptions for each developmental code:

| Reporting Code                                                                              |
|---------------------------------------------------------------------------------------------|
| <b>WD:</b> Well developed understanding and application of concepts and skills              |
| <b>DE:</b> Developing as expected with understanding and application of concepts and skills |
| <b>ND:</b> Needs development with understanding and application of concepts and skills      |

### Achievement of Expected Learning Outcomes in Grades 4-6

At the end of each reporting period, teachers will review the evidence of learning they have gathered and will use this information to report to parents/guardians about their child's progress in relation to the learning outcomes. Music, Physical Education and Core French will be reported in terms 2 and 3. See below for descriptions for each grade range for Language Arts and Mathematics (Term 1) and Music, Physical Education and Core French (Terms 2 and 3). Also note that in terms 2 and 3, students receive a letter grade in English Language Arts and Mathematics.

| Reporting Code                                                                              | Letter Grades<br>Language Arts and Mathematics (Terms 2 and 3):                                               |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>WD:</b> Well developed understanding and application of concepts and skills              | <b>A:</b> Thorough understanding and application of concepts and skills                                       |
| <b>DE:</b> Developing as expected with understanding and application of concepts and skills | <b>B:</b> Good understanding and application of concepts and skills                                           |
| <b>ND:</b> Needs development with understanding and application of concepts and skills      | <b>C:</b> Basic understanding and application of concepts and skills                                          |
|                                                                                             | <b>D:</b> Limited understanding and application of concepts and skills. The student has not met expectations. |

## Levels of Achievement Scale for Grades 7-8

The achievement scale used in Nova Scotia is as follows:

| 1       | 1+ | 2          | 2+ | 3         | 3+ | 4        |
|---------|----|------------|----|-----------|----|----------|
| Limited |    | Developing |    | Competent |    | In-depth |

*Our goal is for all students to be at level 3 or above after they have received instruction and opportunities to practice and develop the required skills and concepts for each curriculum outcome.*

### Achievement of Expected Learning Outcomes in Grades 7-8

At the end of each reporting period, teachers will review the evidence of learning they have gathered and will use this information to report to parents/guardians about their child's progress in relation to the learning outcomes. See below for descriptions for each grade range:

| Grades in Percentages | Criteria                                                                                                                    |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 90-100%               | Demonstrates <i>excellent</i> understanding and application of concepts and skills in relation to the learning outcomes.    |
| 80-89%                | Demonstrates <i>very good</i> understanding and application of concepts and skills in relation to the learning outcomes.    |
| 70-79%                | Demonstrates <i>good</i> understanding and application of concepts and skills in relation to the learning outcomes.         |
| 60-69%                | Demonstrates <i>satisfactory</i> understanding and application of concepts and skills in relation to the learning outcomes. |
| 50-59%                | Demonstrates <i>minimal</i> understanding and application of concepts and skills in relation to the learning outcomes.      |
| Below 50%             | Has <i>not yet met</i> minimum requirements for the course.                                                                 |

### Assessment and Evaluation

The evaluation and assessment of student learning will be based on the expected learning outcomes as established by the EECD in collaboration with the other Atlantic Provinces. The outcomes framework tells us *what* children will learn, while the Principles of Learning tell us *how* children learn. The province provides teachers with curriculum guides that describe what children are expected to know and be able to do at various points along a continuum of learning in each curriculum area.

## Assessing and Evaluating Student Learning

Teachers use the expected learning outcomes framework as the basis for planning and teaching and also as the basis for assessing and evaluating student learning.

Teachers work to use assessments for learning and of learning. Teachers and students enter into learning and assessment tasks with the intention of understanding where the students are in their learning, where they want to go and how they will get there. Teachers use assessment information to identify student needs, set learning goals, and inform instruction. It is essential that feedback to students and parents is effective and done in a timely manner. Assessment feedback is given in a variety of ways. This can include, but is not limited to, progress conferences, comments on student work, rubric scores, levels of achievement.

Children learn in different ways and also demonstrate what they have learned in different ways. Because of this, teachers use a variety of assessment methods. Gathering information on student learning from several different types of tasks ensures that the teacher has a complete and accurate picture of what a child knows and can do. The following is a list of assessment strategies. While no teacher would necessarily use all of those listed, every teacher at Dartmouth South Academy is committed to a balanced and fair approach to assessing student learning.

- Work samples – collected and dated daily assignments
- Observations of oral activities/ cooperative activities
- Checklists
- Presentations
- Reading Records and Screeners
- Guided reading and writing
- Conferences
- Observation Survey
- Rubrics – specific criteria that are set for an activity
- Writer's notebook
- Journals – informal writing shared among students and teachers
- Projects
- Performance – drama, public speaking, music, show and tell, and physical activities
- Formal Tests – a time limited written or oral response to teacher questions.
- Peer/Self Evaluation – students assessing their own, or each other's work using clear guidelines.
- Anecdotal Records– Specific checklist or a simple note in a teacher plan book.
- Portfolios – a collection of work that portrays a student's progress and achievement over a period of time.

## Homework

Homework can provide an opportunity for students to practice and consolidate skills learned in class and/or to prepare students for future instruction. Homework activities *may* include practicing foundational skills in reading, writing and mathematics, practicing physical skills to promote healthy growth and development, completing educational games to reinforce learned concepts, and watching videos or reading short texts to prepare for classroom discussion.

If your child is having difficulty with assigned homework, please reach out to the teacher so support can be provided. For students in Grades 4-12, [The Homework Hub](#) offers free online math tutoring that can be accessed through your child's GNSPES account.

## Communication with Teachers

Teachers communicate with families through email or phone calls, class newsletters and calendars, or online platforms such as Seesaw and Google Classroom. At the beginning of the school year, teachers will share their communication plan with students and families, including the best ways to connect with them. PowerSchool is a great place to check in on your child's academic progress in grades 7-8.

## Student Planning Team

The school has established a process for the identification, assessment and program planning for students with differentiated learning needs. Classroom teachers, learning support teachers and parents/guardians may initiate and/or assist in identifying students with differentiated learning needs. A referral may be made to the Teaching Support Team or the Student Planning Team. These teams will consist of the principal/vice- principal, resource teacher, learning centre teachers, classroom teacher, elementary literacy support teacher, and supporting staff members (school based or centre based).

Parents/guardians are consulted and written permission is required for any formal individual assessment. Parents/guardians will be informed of the assessment results, which may be used, along with other information, in making adaptations to the student's program, or developing an Individual Program Plan. The development and implementation of an Individual Program Plan involves the Student Planning Team, including parents or guardians.

## Information Relating to Parent/Guardian Concern

If you have a question or concern about your child's learning or school experience, we encourage you to start by connecting with your child's teacher. Our teachers know their students well and are often the best place to begin the conversation. We believe that open, respectful communication is an important part of working together to support students.

If you feel you need additional support after connecting with the teacher, please reach out to Mrs. Reid. We are always happy to listen, help problem-solve, and work alongside you to find a way forward. HRCE's Parent Navigators are also available to help families understand available supports and resources or, when needed, connect with the appropriate school supervisor.

Our goal is always the same: to work together, listen to one another, and find a path forward that keeps the best interests of your child at the centre. For more information on how to raise a concern, [click here](#).

## Phone Calls and Messages

Our school office is open each day between 8:15 and 3:30 PM. If you call during this time you will likely reach one of our Administrative Assistants, Amanda Drake and Doug Jarvis. If you call outside of these hours, or if the office is busy we may not be able to take your call. Please leave a message and we will return your call as soon as we can. **School Phone Number: 902-464-2081**

## SchoolMessenger

We often use the SchoolMessenger system to notify parents/guardians/caregivers of important information and school events. This system is also used to provide notification of unexpected school closures, and would be used in the event of an emergency. **Please ensure we have your correct contact information.**

## **Newsletters**

Monthly school newsletters are emailed to parents/guardians and posted to our website. Each newsletter celebrates some of the activities from the previous month and highlights what is to come in the upcoming month.

## **Parent Portal**

The Student/Parent Portal is an online portal that provides information about student progress. Reach out to your child's teacher for more information on how to access.

## **School Website**

Our [school website](#) is updated regularly. Monthly newsletters are also added at the beginning of each month.

## **Review of the School Plan**

The School Plan for Communicating Student Learning will be reviewed and amended as needed by the principal after consultation with staff and School Advisory Council. This review will take place in conjunction with the annual updating of the Student Success Plan.

## **School Advisory Council (SAC)**

Our School Advisory Council (SAC) is an important part of Dartmouth South Academy and provides an opportunity for families, staff, and school leadership to work together to support our students and school. SAC members share ideas, perspectives, and feedback, and help shape conversations about a variety of school, centre, and provincial priorities and initiatives.

We would love to have families be part of this work. Whether you have been involved with SAC before or are simply curious about learning more, there is always room for your voice and ideas. SAC meets regularly throughout the school year, and we welcome families who would like to be involved in making DSA an even stronger place for students. For more information about SAC or how to get involved, please contact your principal, Jacquelyn Reid.