



# School District No. 36 (Surrey)

## Curriculum & Instructional Services Centre

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File: 10100 20  
(OPR:CISC)

November 30, 2009

Dear Elementary Parents (Grades 1-7),

In December you will be receiving the first formal report for your child. I'm sure you will read with interest of your child's progress in the Elementary Program.

Your child's report includes a range of Prescribed Learning Outcomes, which describe the specific focus for learning and instruction in his/her respective grade. Your child's progress in achieving the Prescribed Learning Outcomes is evaluated according to four levels of achievement:

### **Exceeding Expectations**

- the student's progress is beyond grade-level expectations in significant ways
- there is evidence that Prescribed Learning Outcomes have been accomplished with outstanding success

Of note at this level is that a student is performing *beyond* grade-level expectations, and that his/her performance would be consistent with the grade-level expectations of a higher grade.

### **Meeting Expectations**

- the student's progress consistently meets grade-level expectations
- there is evidence that Prescribed Learning Outcomes have been accomplished successfully

Of note at this level is that a student is successfully meeting grade-level expectations without requiring extensive intervention or ongoing support on the part of the teacher.

### **Approaching Expectations**

- the student's progress may be inconsistent, but meets grade-level expectations at a minimal level
- there is evidence of progress towards meeting Prescribed Learning Outcomes
- the student needs some support

Of note at this level is that the student is meeting the grade-level expectations at a minimal level, but his/her performance depends upon the ongoing support of the teacher. The student, in this case, is not performing independently.

### **Not Yet Meeting Expectations**

- the student's progress does not consistently meet grade-level expectations
- there is little evidence of progress toward the Prescribed Learning Outcomes
- the learning situation needs intervention

Of note at this level is that the child is not meeting the grade-level expectations, though extensive supports may be in place to assist him or her in meeting those outcomes. The situation warrants a more comprehensive intervention to support the learner.

The Levels of Achievement, therefore, describe both the current level of performance of your child and the degree to which he/she requires teacher support in order to maintain that level of performance.

I hope that this clarification helps you to interpret the current performance of your child and that you find the information contained in the report instructive and clear.

Yours truly,

Pat Horstead  
*Director of Instruction*  
*Curriculum & Instruction*

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*Surrey Schools ... Keeping Learners at the Centre*

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