



REPORTING & COMMUNICATING STUDENT PROGRESS

Report Card Guidelines
2018-2019

PRINCIPLES OF QUALITY ASSESSMENT

The following principles provide a foundation for the development of classroom assessment, evaluation and communication of student learning. These principles are intended to provide teachers with guidance for classroom assessment that aligns with the redesigned curricula.

Quality assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Throughout the learning process, teachers and students intentionally gather evidence to inform teaching and learning. The teacher creates rich tasks, engages with the students in setting criteria, establishes exemplars, and leverages the power of questioning to allow for ongoing, timely, descriptive feedback to the student. This process assists students in moving forward toward their learning targets and goals. Students are encouraged to reflect and self-assess to build important meta-cognitive skills. Personalization lends itself to assessment as learning, where students participate in the setting of criteria and the design of inquiries, and self- and peer-assessment.

Teachers document student learning over time using collections of student work and demonstrations to create a profile of his or her strengths, areas of growth, and areas for further development. Students, teachers, and parents, use criteria and rubrics to determine the standards met and the level of performance attained. Through multiple means and varied strategies, the students learning is made visible, and their successes celebrated. In this process, new learning goals and targets are established and ways to support the students learning described.

FIVE MAJOR COMPONENTS REQUIRED:

- A personalized introductory positive comment
- Written descriptive feedback on student engagement and behavior
- Strengths and achievement by subject area - What your child can do
- Goals for the student in upcoming term - Areas that require further development
- Next steps - Ways of supporting learning at home

SCALES

The scales are intended to reflect student achievement in relation to widely held grade level standards for that point in the school year. This assessment is based on achievement only. Factors such as behaviour are important and should be communicated through conversations and written descriptive comments on the report card. However, these factors should not be used to determine students' achievement in relation to grade level/ age range learning standards.

Report cards are written to comply with Ministry of Education requirements in the use of the following proficiency/performance scales – July 2009 (WordPress – Option C schools) or the proficiency scale from the assessment pilot – July 2018 (Option A and B schools)

The following table is intended to support teachers in determining students' level of competency in each area of study. This language is for teacher use only and is not intended to be used in written descriptive comments:

Proficiency scale (2018)

Emerging	Developing	Proficient	Extending
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected meaning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Performance Scale (2009)

Kindergarten	Approaching expectations, Meeting expectations, or Exceeding expectations
Primary	Not Yet Meeting expectations, Approaching expectations, Meeting expectations or Exceeding
Intermediate	Are written to comply with Ministry of Education requirements in the use of letter grades for intermediate grades. (see Ministry document re: Option A and Option B)

OPENING COMMENTS (DESCRIPTIVE FEEDBACK ON STUDENT ENGAGEMENT AND BEHAVIOUR)

Comments about academic work, social and emotional growth and the core competencies should be personalized. Be mindful about the fact that reports are legal documents and comments should describe progress and be strength based.

MINISTRY REQUIREMENTS (REPORTING)

CURRICULUM	KINDERGARTEN TO GRADE 3	GRADE 1 TO GRADE 5	GRADE 6 AND 7
Language Arts	3 times per year	3 times per year	3 times per year
Mathematics	3 times per year	3 times per year	3 times per year
Physical and Health Education	3 times per year	3 times per year	3 times per year
Science	2 times per year	2 times per year	3 times per year
Socials	2 times per year	2 times per year	3 times per year
Arts Education <ul style="list-style-type: none">DanceDramaVisual Arts	Comments can be made in subjects covered in the term.	Comments can be made in subjects covered in the term.	Comments can be made in subjects covered in the term.
<ul style="list-style-type: none">Music	3 times per year	3 times per year	3 times per year
Core French	n/a	2 times per year (Gr. 5 only)	3 times per year
Applied Design, Skills and Technology	A summative description of progress in Term 3	A summative description of progress in Term 3	3 times per year
Career Education	A summative description in Term 3	A summative description in Term 3	3 times per year
Core Competencies	Student self-evaluation in Term 3	Student self-evaluation in Term 3	Student self-evaluation in Term 3

MINISTRY REQUIREMENTS (WRITTEN COMMENTS)

Student Strengths & Areas for Improvement or Development

Using a strength-based approach, all written descriptive comments should clearly describe a student's strengths first and foremost, as well as areas for improvement/ development in relation to grade level learning standards. If a student is not working at grade level, the comments should clearly reflect the grade level and progress in relation to the learning standards of which the student is working. The following table is intended to support teachers in writing descriptive comments. These example sentence starters are aligned with the student's level of competency and must be used in combination with curricular competencies from the curriculum.

Meaningful comments/feedback **can be** made in all subject areas but comments are not mandatory in all subject areas.

If you teach it, you report on it. Reporting and comments are not synonymous. Remember reporting does not necessarily mean a comment is always necessary. Please include meaningful comments of change, growth or challenge.

EMERGING to acquire knowledge, skills, strategies and processes.	DEVELOPING the ability to apply knowledge, skills, strategies and processes	PROFICIENT knowledge, skills, strategies and processes consistently.	EXTENDING knowledge, skills, strategies and processes creatively and strategically
<ul style="list-style-type: none"> • shows some understanding of... • is beginning to... • may be able to... • starting to... • requires support to... • is not able to... • does not yet... • is unable to... • needs a great deal of assistance... • seldom... • has not yet demonstrated... • with repeated assistance... • rarely... • has difficulty with... • struggles to... • has a limited understanding of... 	<ul style="list-style-type: none"> • is able to...at a basic level/in familiar situations • with support, show an understanding of... • is working on... • needs reminders to... • sometimes... • with support... • with prompting... • occasionally is... • beginning to... • has some difficulty with... • is developing... • is aware of... but is not applying independently • Is approaching... • strives to... • has a basic... 	<ul style="list-style-type: none"> • is able to show... • engages in... • chooses appropriate texts... • consistently demonstrates the ability to... • self-corrects by... • identifies strategies when... • most of the time... • is able to... • for the most part... • often can... • usually demonstrates... • demonstrates some understanding of... • understands most of... • competent with... • capable of... • generally understands... • commonly understands... 	<ul style="list-style-type: none"> • creatively/insightfully applies... • is innovative when... • shows in depth understanding of... • can independently...in complex situations • is strategic... • can describe...with detail/accuracy/confidence • extends learning... • consistently • to a high degree • without prompting • is skilled at • has fully demonstrated • clear(ly) • confident(ly) • independent(ly) • comprehensive

WAYS TO SUPPORT LEARNING AT HOME AND SCHOOL (NEXT STEPS)

It is also required to use descriptive written comments to describe 'Ways to Support Learning'. These comments describe how the student will be supported to move their learning forward in terms of academic success. These comments may describe individualized supports within the classroom and/or suggested ways to support student learning within the home environment. Examples of comments:

- is encouraged to practice math facts to increase fluency
- is encouraged to ask for clarification when required
- use manipulatives regularly in math to ensure a concrete understanding of concepts
- is encouraged to read aloud at home daily to increase oral fluency
- use pictures to explain and show mathematical thinking
- before writing, have someone capture student's oral thoughts in writing
- as an English Language Learner, use sentence starters to support writing
- reduce the number of questions and allow extra time when needed to ensure success

ASSIGNING AN "I"

When an "I" is assigned, it is understood that the child is capable of meeting the curricular competencies, however, has not had the opportunity to do so. A **learning plan** indicating a timeline for the student to demonstrate his/her meeting the learning standards should be established and communicated.

The letter "I" will be used to alert parents when students, for a variety of reasons, are not demonstrating minimally acceptable performance in relation to the learning standards or curricular competencies. The "I" may be used at any time during the school year on informal or formal reports. The underlying principle is that parents and students should be alerted to a problem as soon as teachers detect it.

When an "I" reporting symbol has been assigned:

- students and parents must be informed, and must be provided with an opportunity to consult with teachers about the problems students are having and possible solutions; and
- teachers must be prepared to identify what the problems are and specify plans of action to help students achieve the learning outcomes. An "I" may be communicated in a variety of ways, including: through a written plan, verbally by telephone, or in a direct meeting involving teacher, parents and students.

The "I" letter grade must be converted to another letter grade or percentage:

- before students' records are transferred to another school, unless there is agreement between the principals of the two schools to defer conversion of the "I" reporting symbol;
- when letter grades are recorded on the permanent student record card; and,
- before submission of Grades 10, 11 or 12 marks to the Ministry for inclusion on students' transcripts of grades.

Examples where an "I" may be given:

- Your child requires additional time/support/effort in order to meet the expected learning outcomes of the subject

- Your child has not completed important assignments and the teacher is unable to assess progress without the assignments being completed.
- Your child has missed too many days of school for the teacher to assess progress

ENGLISH LANGUAGE LEARNERS

For ELL students who receive support outside the classroom:

1. The Student Progress report is the legally required reporting document. The report must state that the student is receiving ELL support.
2. The Student Progress report must refer the parent to the enclosed report from the ELL teacher unless the ELL teacher's comments are embedded in the Student Progress Report.

Intermediate ELL students (Levels 1 and 2) do not receive letter grades in the core subject areas of Reading, Writing, Math, Social Studies and Science. Primary ELL children who are not yet meeting expectations should have their performance scale left blank.

Comment Example:

_____ receives three thirty-minute periods of ELL support weekly to develop his knowledge of English. Please refer to the enclosed report from the ELL teacher, (name).

For ELL students who receive service through consult or collaboration:

The Student Progress report must state that the classroom teacher is meeting the needs of the student through collaboration or in consultation with the ELL teacher.

Comment Examples:

Instructional strategies and learning activities to support _____'s acquisition of academic English are developed in consultation with the ELL teacher, (name).

Through regular collaboration with the ELL teacher, (name), classroom instruction and learning tasks are adapted to develop _____'s academic English proficiency.

STUDENTS WITH MINISTRY OF EDUCATION SPECIAL EDUCATION DESIGNATIONS

Students with Ministry of Education Special Education designations require an Individualized Education Plan (IEP). Report cards for students with ministry of education special education designations should cover the major components for all report cards outlined on page 1.

Report cards should contain comments and grades based on the student's progress on the goals and objectives in their IEP, as well as comments and grades on those subject areas not specified in the IEP – music, gym, etc.

WHAT IS AN ADAPTATION? (from BC Ministry of Ed, July 2009 and 2016)

An adaptation is an intervention that retains the learning outcomes of the prescribed curriculum or performance standards and is implemented so that students can more effectively or productively participate in the classroom program. Adaptations do not represent unfair advantages to students. In fact, the opposite could be true. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to their achievement and self-concept.

Adaptations include, but are not limited to:

- audio tapes, electronic texts, or a peer helper to assist with assigned readings
- access to a computer for written assignments (e.g. use of word prediction software, spell-checker, idea generator)
- alternatives to written assignments to demonstrate knowledge and understanding
- advance organizers/graphic organizers to assist with following classroom presentations
- extended time to complete assignments or tests
- support to develop and practice study skills; for example, in a learning assistance block
- use of computer software which provides text to speech/speech to text capabilities
- pre-teaching key vocabulary or concepts; multiple exposure to materials
- working on provincial learning outcomes from a lower grade level

Letter grades are assigned. Grades are assigned to students with ministry designation based on:

- Progress on the goals and objectives of their IEP.
- Progress on the learning standards a student is working towards for those subjects not identified in the IEP.

NOTE: When students are working on learning standards at a different grade level, this is considered an adaptation, even if the standards are at a grade level significantly below the grade that the student is currently in. It must be stated in the body of the report card that the grade is given in relation to the learning standards identified/outlined, which should specify the grade level.

WHAT IS A MODIFIED PROGRAM? (from BC Ministry of Ed, July 2009 and 2016)

For students with special needs who are not working toward the learning standards or learning outcomes of the curriculum but rather toward individualized goals or objectives in an IEP.

If letter grades are used, it should be stated in the body of the student progress report that the grade is given in relation to the individualized goals and objectives and not in relation to provincial or Board Authority Authorized curriculum standards and core competencies.

Modifications should be considered for those students whose special needs are such that they are **unable to access the curriculum** (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged.) In many cases, modifications need only form part of an educational program for a student with special needs, and they need not be a permanent or long term solution.

Whether to use modifications should be reviewed on a regular basis. Decisions about modifications should be subject or course specific wherever possible. For example, a student with an intellectual disability may require modifications to a

specific subject area such as mathematics; however, modifications may not be required to meet the provincial outcomes in physical education.

Although decisions about modifications to a student's courses or subjects may take place in grades earlier than Grade 10, **a formal decision that an overall program is modified does not need to occur until Grade 10**. The decision to provide modifications, particularly at the secondary school level, will result in students earning a School Completion Certificate upon leaving school rather than credits toward graduation or a Dogwood Diploma. Therefore, the critical decision of whether a student's education program should include modifications should not be made in isolation by a single classroom teacher. The decision should be carefully and thoughtfully made, in consultation with parents, school administration, and/or instructional support personnel. This decision should address longer term educational, career and life goals of students and encompass plans for attaining these goals.

REPORTING FOR STUDENTS ON MODIFIED PROGRAMS

Very few students should receive a modified report card. As outlined above by the ministry, only students identified as having complex needs, including a cognitive impairment, should be considered for a modified report card. These students are so complex that they are unable to access the regular curriculum. Whenever possible, please use the regular report card - at kindergarten and grade 1, it may be possible to use the regular report card to reflect the student's learning.

When the student's program and progress is so complex that it is difficult to describe their learning using the regular report card, use the modified report card. This report card should contain the 5 Major components of a report card as outlined on page 1 and include comments on progress towards the goals and objectives of the IEP.

STUDENT LEARNING PLANS

Student Learning Plans provide structure for effective educational planning and collaboration between teachers, students, and parents. When students are working on learning standards at a different grade level, this is considered an **adaptation**, even if the standards are at a grade level significantly below the grade that the student is currently in. It must be stated in the body of the report card that the grade or proficiency level is given in relation to the learning standards identified/outlined, which should specify the grade level. In other words, reporting will be similar for any student receiving adaptations, whether or not they are on a Student Learning Plan.

Significant consideration should be given to any educational planning that requires students to work on learning standards that are well below grade level, as the revised curriculum, with Big Ideas, Core Competencies, and Curricular Competencies, allow the vast majority of students to access the curriculum at their assigned grade level.

In the rare case where students must work on learning standards well below grade level, the format suggested would be to indicate the student's progress in the specified curricular area and clearly indicate the grade level this is for.

SUPPORTING DOCUMENTS AND RESOURCES:

1. COMMUNICATING STUDENT LEARNING – TRACKING SHEET (K-5)
 2. COMMUNICATING STUDENT LEARNING – TRACKING SHEET (6-7)
 3. RECORD OF ONGOING COMMUNICATIONS OF STUDENT LEARNING
 4. FREQUENTLY ASKED QUESTIONS
 5. MORE INFO RE: WRITTEN COMMENTS
 6. STUDENT LEARNING PLAN
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SCHOOL YEAR: _____

[illegible]

SCHOOL YEAR: _____

[illegible]

RECORD OF ONGOING COMMUNICATIONS OF STUDENT LEARNING								
Date	Description	Method	Language Arts	Math	Science	Social Studies	Other	Notes

GUIDELINES AND FREQUENTLY ASKED QUESTIONS

OPERATIONAL PROCESSES/PROCEDURES	
1. Permanent Student Record (PSR)	Final letter grades will be entered using the MyEd platform during the final term (June 2019)
2. Length of report cards	We recommend that reports be no longer than 2-3 pages in length.
3. Assigning to courses in MyEd (OPTION B)	Clerical will assign new students to courses (Training the week of Nov. 12 for clerical staff)
4. Signature of teacher on the MyEd report	This is currently not required by the ministry. Patrick will look to have it included in the customized Burnaby document.
5. Envelope size	We will print to legal sized paper (8.5 x 14) and will fold the document in half and use the standard envelope that we have used in previous years.
6. Printing of reports and use of the parent portal	Teachers will archive to T drive and teachers will print the reports. MyEd reports will be published to the portal in the future.
7. Graphics/information on the backside of the form	The Joint Assessment and Reporting committee will design a one page document for distribution before the end of the first term. The same information will be available on a district page. Schools can add the link to reports to point parents to the information.
EDUCATIONAL STRUCTURES/PROCESSES – BURNABY	
1. Overviews	Overviews are required 3 times per year as a separate document that complements the student report. Ideally overviews will be provided during reporting periods where there is descriptive feedback on student engagement and behavior.
2. Program information – (AIP ESL IEP MACC FRIMM)	Option A – manually tick in student information box Option B – add the info to the school information box and manually tick the appropriate box. This info may be added to the customized MyEd Burnaby template. Option C – click the appropriate box
3. ELL guidelines	Comment should be included that indicates English level, and total time in ELL sessions (# of sessions/week and total time/week) Students in Level 1 and 2 do not receive letter grades. Emerging level on the proficiency scale or should be left blank. Students in Level 3 or 4 may receive letter grades.
4. Music/band comments	There will be two options this year: 1. courses will be created for music teachers to use MyEd or 2. a separate assessment may be created for distribution to homeroom teachers *MyEd pilot will start at 2 Burnaby schools
5. Student Learning	see Burnaby Reporting Guidelines for more information

Plans (SLP's)	
6. Copies in G4 files	<p>Option A – Yes, but only the last 2 final terms</p> <p>Option B – No hardcopy is required in the G4. Archive term reports to the T drive.</p> <p>Option C – Yes, but only last 2 final terms. Archive term reports to the T drive.</p> <p>Teachers will archive to division folder on the T drive.</p>
7. Comments/descriptive feedback	<p>Meaningful comments/feedback can be made in all subject areas but comments are not mandatory in all subject areas.</p> <p>If you teach it, you report on it. Reporting and comments are not synonymous. Remember report does not necessarily equal comment. It may include a meaningful comment of change, growth or challenge.</p>
8. Opening paragraph with first subject?	Option B – a separate box for Social Emotional Learning is the final box on the RC and has the title "Progress and Growth of Student as a Learner". We will look at having this moved to the beginning of the template in the customized Burnaby report.
EDUCATIONAL STRUCTURES/PROCESSES – MINISTRY OF EDUCATION	
1. How do we know what the Ministry requires?	Refer to Burnaby's tracking sheet to ensure compliance with the ministerial order.
2. Single term report (MyEd) – retaining data	<p>Teachers will save RC's on the community T drive as a final step once all your editing is complete. Once you preview it and view it as complete, you will save it. You will need to rename it so it has useful name. We suggest Teacher last name_RP1.</p> <p>When you have finished your class set of RC's you will save the RC into a folder. There will be one file for your class. MyEd retains student data final marks.</p>
Where can I find resources and support?	<p>Blogs.sd41.bc.ca/myedbc</p> <p>A helpful site for hints, support and videos of all things MyEd. Sharon's Jeroski's slidedecks and ministry information can be found on the site as well.</p>

WRITTEN COMMENTS (SD35 teacher resource)

Comments:

- describe in overall terms what students know, can do and understand
- avoid language that simply repeats the wordings of the curriculum expectations or the achievement chart
- use language that parents/guardians will understand
- provide parents/guardians with personalized, clear, precise, and meaningful feedback
- help parents/guardians understand how they can support their children at home

Comments are created with strengths, specific examples, and next steps personalized to the student

Strength based comments...	Strength based comments <u>do not</u> ...
<ul style="list-style-type: none">• Maintain a focus on the child• Connect comments to learning standards• Focus on what was learned/achieved• Use “parent friendly” language and maintain a focus on that audience Provide examples to help clarify the broad statements• Identify strengths, challenges• Connect next step(s) to the challenge(s) identified	<ul style="list-style-type: none">• List what was taught• Use teacher jargon• Over-emphasize the challenges

STUDENT LEARNING PLAN

Student Learning Plan - Elementary

A **Learning Plan** is a documented plan for a student identified as requiring additional levels of support and instruction to assist them in meeting Ministry of Education learning standards (curricular competencies and content).

Date written (D/M/ Y): _____ School: _____

Student Name: _____

Age: _____ Grade: _____ Teacher: _____

Assessment indicates the student is not yet meeting grade level learning standards.

The current Learning Plan is designed to support the student in achieving learning standards for grade _____ in Language Arts and grade _____ in Mathematics.

Language Arts

Curricular Competencies / Content:
Action Plan:

Mathematics

Curricular Competencies / Content:
Action Plan:

Other

Curricular Competencies / Content:
Action Plan:

Reporting

The student will receive letter grades on his/her report card. Please pay close attention to the anecdotal comments as they will provide the specific learning standards met, the level at which they were achieved and strategies/interventions provided for the student to be successful.

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A parent/guardian has been given the opportunity to participate in developing this Learning Plan.

Teacher Initials:

This Learning Plan is located in the Student File.

Administrator Signature: _____ Date signed (D/M/Y): _____

Student Learning Plans - Process

A learning plan is developed for the student who requires support and instruction beyond what is typically provided through regular classroom instruction. If the student continues to experience difficulty meeting the *Learning Standards* of the curriculum for the course, subject or grade, the following process details the steps to be taken when determining if he/she would be appropriately supported by a Learning Plan.

Process for Determining Who Would Benefit From a Learning Plan

1. Teacher identifies a student who is struggling to acquire the Curricular Competencies and/or Content in the curriculum. Teacher is currently differentiating instruction, content and assessment. Teachers should refer to "Adaptations in the Classroom Across the Curriculum" for suggestions of relevant adaptations.

"Adaptations do not represent unfair advantages to students. In fact, the opposite could be true. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to their achievement and self-concept." (*A Guide to Adaptations and Modifications* 2009, p2).

2. Teacher determines through multiple sources of assessment that the student is not yet meeting the expectations in a particular area even with adaptations through differentiated instruction within the classroom setting.
3. Parents are notified that concerns are ongoing and that a referral to the school-based learning support team is being made.
4. SBLST (School Based Learning Support Team) meets to determine which of the following possible responses is most effective: further assessment, formal assessments, referral to school psychologist, more adaptations, or specific interventions through a learning plan.

Criteria for students who require a Student Learning Plan

- Student does not have a Ministry designation and are capable of acquiring the curricular competencies or content with more time and support
- Student requires significant adaptations/specific interventions to acquire curricular competencies, and is working below grade level.
- Student is working on learning standards at a lower grade level and is not an English Language Learner.

In developing the Student Learning Plan learning support teachers are consulted, parents are informed, and student assessment and evaluation is documented.

Development of the Learning Plan

1. Parents are given the opportunity to participate in the development of the Learning Plan
2. Teachers use the multiple sources of assessment information to determine the grade level and learning standards that the student will focus on.
3. Specific interventions are brainstormed and then chosen to support the student
4. Once the plan has been articulated a copy is kept by the teacher, one is placed in the student's file and one is sent home to the parent/guardian.
5. Teacher and administrator names must appear on the Learning Plan.

Reporting

Students with a Learning Plan will receive letter grades on his/her report card based on the student's progress in relation to the Learning Standards identified in the Learning Plan. The Learning Plan is included in the report card and will detail the specific objectives met, the learning standards the students has achieved and the supports provided for the student to be successful.