

Reporting



Lake Hill Parent
Information

Reporting



Reporting is done five times a year. Three are formal, written reports and two are informal reports.

Formal Reporting

The formal report must be on a form approved by the Ministry of Education or school board and must follow the requirements for the specific grade as stated in legislation and policy documents. Formal reports provide documentation of student progress.

Formal reports are structured written reports (report cards) that indicate a student's progress for each term at each grade level. The report should indicate

- ✚ what the student is able to do
- ✚ areas of learning that require further attention or development
- ✚ ways the teacher and parent can provide support to assist the student in moving forward with their learning, and
- ✚ the letter grades the student has received (once they reach Grade Four)



Informal Reports



The informal report is left to the teachers to determine how they will communicate with parents. Informal reports provide an important link between home and school. They may be accomplished in a variety of ways, such as

- ✚ telephone calls
- ✚ interim reports, either written or oral, and/or
- ✚ conferences, either parent/teacher, parent/teacher/student, or student-led

Again the report should indicate

- ✚ what the student is able to do
- ✚ areas of learning that require further attention or development, and
- ✚ ways the teacher and parent can provide support to assist the student in moving forward with their learning

In K-5 schools we have always relied on conferences as a good, interactive process. Conferences are useful to both parents and teachers because they provide the opportunity for discussion and questions. Teachers look forward to discussing student progress with parents as it is the best way to build a united approach to the academic success of the child.



Letter Grades

The letter grades that are used in the elementary schools in the Victoria School District are outlined below with the Ministry approved letter grade descriptions. Letter Grades are assigned in the following subject areas beginning in Grade Four:

Language Arts, Mathematics, Science and Social Studies.

- A** The student demonstrates excellent or outstanding performance in relation to the expected learning outcomes for the subject and grade.
- B** The student demonstrates very good performance in relation to the expected learning outcomes for the subject and grade.
- C+** The student demonstrates good performance in relation to the expected learning outcomes for the subject and grade.
- C** The student demonstrates satisfactory performance in relation to the expected learning outcomes for the subject and grade.
- C-** The student demonstrates minimally acceptable performance in relation to the expected learning outcomes for the subject and grade.

*** See comment**

Some students with Individual Education Plans (I.E.P) who are working on modified programs may not be assigned a letter grade. Student progress will be described through anecdotal comments in relation to I.E.P. goals.

I When a student receives an "I" (in progress or incomplete), the teacher, parent, and student should examine ways in which the student's learning can be supported. When teachers assign an "I", they must:

- inform students and parents and provide them with an opportunity for consultation;
- be prepared to identify the problems and specify a plan of action;
- replace the "I" with a final letter grade before forwarding the student's records to another school, unless an agreement exists between the two schools;
- replace the "I" with a final letter grade when letter grades are recorded on the permanent student record

Assigning a Letter Grade

All assessment and evaluation of a student's achievement is done in relation to specific performance standards. These can be set by the Ministry, as they have been for Numeracy, Reading, Writing and Social Responsibility, by publishing companies to accompany their latest programs, textbooks, or assessment kits, or by the teacher when he/she sets the criteria for a particular assignment.

Ministry Performance Standards have been in use for a few years now and, as with anything new, teachers are learning to use them more effectively each year. Teachers have ministry performance scales and quick scales to assist them with assessment.

A Performance Standard “describes levels of achievement. They answer the questions “*How good is good enough?*” and “*What does it look like when a student's work has met the expectations at this grade level?*”

There are four levels of performance for students in Grades 1 to 5. These include:

NOT YET MEETING EXPECTATIONS

- ✚ The work does not meet grade-level expectations, and help is needed

APPROACHING EXPECTATIONS

- ✚ The work may be inconsistent and needs some support but meets grade-level expectations at a minimal level

MEETING EXPECTATIONS

- ✚ The work meets grade-level expectations and is achieving the prescribed learning outcomes

EXCEEDING EXPECTATIONS

- ✚ The work exceeds grade-level expectations in significant ways, and the student may benefit from extra challenges

There are three levels of performance for students in Kindergarten. These include:

- ✚ **APPROACHING EXPECTATIONS**

- ✚ **MEETING EXPECTATIONS**

- ✚ **EXCEEDING EXPECTATIONS**

Criterion Referenced Assessment **And Evaluation**

Before Performance Standards can be applied and an evaluation made, criteria must be established to assess the work done by a student. Student performance is established in relation to the prescribed learning outcomes set out in provincial curriculum guides for each subject or grade.

Criteria can be developed in a variety of ways but the most common way for teachers is to do it with their students.

After an assignment has been handed out the teacher will explain what they expect the students to do. Then they will ask the students what the work should include and perhaps what the work should look like. Students help in establishing the parameters, these are written down for the class to see and then left posted for reference. In this way they understand what is expected of them. In some cases, for example a map, an example of a level 4 product could be posted.

Students are more likely to be successful when they clearly understand the criteria and the level of performance expected.

When the teacher collects and marks the assignment, they use the criteria set by the class. Students can also participate

in the assessment by rating their own work. Once the piece is marked the criteria will be able to tell a story and the teacher will make an evaluation based on that story. The story is simply about how well the student met the criteria that was set.

Once the teacher has collected a number of assessments they need to evaluate them and decide on a letter grade for the student. Some assignments may carry more weight towards a final letter grade than others. Marks for a short test may not be weighted as heavily as marks for a large project.

Because learning is cumulative, student letter grades should represent the student's abilities in relation to the learning outcomes at the end of the term and therefore implies that averaging of marks may not provide a true picture of the student's abilities at the time of reporting.

It is at this point that the teacher's professional training and insight come into play. They look at all the data they have collected throughout the term and they decide on a letter grade that will be representative of the student's ability. This is not always easy, but with criteria and performance standards, it has made it more consistent across the school, district, and province.

Putting It All Together

When reporting time comes teachers must take all the assessments they have done throughout the term, for each subject, and evaluate the achievement levels. They review all the data they have collected and make a decision about the number that will appear in the box at the right of the report card which corresponds to each particular learning outcome for that term. In addition they must assign an overall letter grade for the subject as a whole.

There are 4 number values used and 5 letter grades, plus * (see comment) or I (in progress), so these do not necessarily equate one to the other. Number values are not averaged to arrive at a letter grade.

It is so important that the students know that the words describing each letter grade are key. It is also important for students to know that letter grades are just a snapshot of one period of time in their lives and that each term is an opportunity to improve. A report card describes the level of performance and achievement a student has attained during a snapshot of their lives and does not reflect intelligence nor does it label the student.

We evaluate accomplishments not students.