

Assessment and Reporting



Communicating Student Learning



Battle River School Division



OVERVIEW

This document for teachers in Battle River School Division is intended to ensure clear, consistent and well-aligned procedures and practices related to assessment and the communication of student success across the division. As a division we want to ensure that every student benefits from the same high-quality process for assessing, evaluating and communicating student learning. Our aim in maintaining high standards of professional practice is the achievement of deep learning and success for ALL of our students.

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Our Commitment

Battle River School Division is committed to our vision of “Every Student, Every Day, A Success”. The primary purpose of assessment, evaluation and reporting is to improve and deepen student learning. There are fundamental principles that are the foundation for professional practice and guide the collection of meaningful information to inform instructional decisions, promote student engagement and improve student learning. These principles promote instruction and assessment practices and procedures that are:

- fair and transparent
- supportive of all students; inclusive education is central to the achievement of high-quality learning for all and welcomes and supports diversity among all learners
- aligned to curriculum expectations and learning goals
- communicated clearly to students and parents/guardians
- varied in nature and allow for multiple opportunities for students to demonstrate the full range of their learning
- focused on improving learning through ongoing descriptive feedback that is clear, specific, meaningful, timely and supportive
- dedicated to students developing self-assessment skills to assess their own learning, set specific goals and plan next steps for their learning

The process of assessing, reporting and conferencing has changed from a teacher-directed approach to a collaborative on-going process designed to support and enhance learning. Within the process, the teacher, the parent/guardian and the child become active participants in reviewing and communicating the progress of the child and in offering recommendations which will encourage further growth and development.

Teacher Attitudes and Beliefs

According to educational research and literature, a teacher's assessment literacy should reflect the following attitudes and beliefs about assessment and about what both students and teachers must do to ensure the fairest, most-accurate assessment. Assessment literate teachers:

- Know that assessment is complex and integrally related to instructional goals, driving what is taught in the classroom.
- Know assessment requires a shift from something teachers do to students, to something teachers do with them or help them do for themselves; it's a partnership that requires the teacher to provide feedback to students that engenders self-confidence and a belief that they are capable learners.
- Provide a reasonable balance between classroom assessment (assessment of learning or summative assessment), and ongoing classroom assessment (assessment for learning or formative assessment).
- Believe that teachers must help students establish, refine and achieve learning goals, helping students become better at monitoring their own learning and reflecting on their progress so that they develop a fuller sense of their own abilities.
- Realize that assessment exercises give students critical-thinking, problem-solving and research skills and that they should focus on formative assessment as the heart of effective teaching and refrain from relying on end of unit/course summative assessments.

PRINCIPLES OF ASSESSMENT AND EVALUATION

The primary purpose of assessment and evaluation is to improve student learning.

Teachers use practices and procedures that are fair, transparent, and equitable for all students.

Demonstrated by:

- ✓ Communicating learning goals and success criteria with students
- ✓ Ensuring fairness and equity by collecting and using assessment data in a manner that reduces sources of bias which can distort the accuracy of results
- ✓ Differentiating not only content, processes and products, but also assessment tools to meet the needs of individual students, based on consistent criteria

Teachers use practices and procedures that support ALL students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nations, Metis, or Inuit.

Demonstrated by:

- ✓ Referring to a student's Individualized Program Plan (IPP) to determine any required accommodations, modifications or alternative program requirements
- ✓ Ensuring effective and appropriate instruction and assessment practices that meet the unique needs of English language Learners.
- ✓ Employing effective and appropriate instructional and assessment practices that meet the unique needs of First Nations, Métis and Inuit learners.

Teachers use practices and procedures that are carefully planned to relate to the curriculum expectations and learner goals. As much as possible, they should also relate to the interests, learning styles and preferences, needs, and experiences of all students.

Demonstrated by:

- ✓ Planning assessment purposefully and carefully to support student learning and gather evidence of learning.
- ✓ Providing students with ongoing descriptive feedback.
- ✓ Provide students with multiple and varied opportunities to demonstrate what they know and can do, and collect assessment data from observations, conversations and student products.
- ✓ Utilizing a range of assessment methods and tools for gathering evidence of learning that are appropriately matched to curriculum expectations, considering the needs of students with a variety of learning styles

Teachers use practices and procedures that are communicated clearly to students and parents/guardians at the beginning of the school year and at other appropriate points throughout the course.

Demonstrated by:

- ✓ Clearly communicating learning goals, success criteria and the processes that are used for assessing and evaluating student work
- ✓ Regularly communicating assessment practices and procedures, and the status of students' progress to parents/guardians

Teachers use practices and procedures that are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning.

Demonstrated by:

- ✓ Establishing an environment that encourages and promotes learning
- ✓ Providing students with multiple and varied opportunities to demonstrate what they know and can do, including observations, conversations and student products.

- ✓ Collecting information on student learning throughout a period of instruction
- ✓ Utilizing student learning data on an ongoing basis in order to adjust teaching and learning strategies to meet the needs of the students

Teachers use practices and procedures that provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved student learning and achievement.

Demonstrated by:

- ✓ Coaching, by providing descriptive feedback to students frequently during learning, and allowing students opportunities to act on the feedback
- ✓ Ensuring feedback refers specifically to the success criteria and relates to the achievement of the learning goal
- ✓ Including feedback that assists in the development of students' learning skills and work habits

Teachers use practices and procedures that develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps in their learning

Demonstrated by:

- ✓ Sharing learning goals and providing opportunities to co-create success criteria with students, and modelling their use to encourage students to assess their own learning.
- ✓ Encouraging students to create, monitor and act on individual learning goals for improvement
- ✓ Utilizing peer-and self-assessment (not evaluation) that references success criteria as a tool to assist students in achieving the learning goals

PURPOSES AND TYPES OF ASSESSMENT

Assessment should have as its goal the development of students as independent and autonomous learners.

Purposes of Assessment

Assessment, classified according to its purpose, can be thought of as assessment *for*, *as* or *of* learning.

Assessment <i>FOR</i> learning	The teacher provides students with descriptive feedback and coaching for improvement	Data collected will not be considered as assessment data for evaluation. Data collected guides teacher's planning and instruction
Assessment <i>AS</i> learning	Teaching students to develop their capacity to be independent autonomous learners who are capable to: <ul style="list-style-type: none"> ⇒ Set individual learning goals ⇒ Monitor their own progress ⇒ Determine next steps ⇒ Reflect on their thinking and learning 	
Assessment <i>OF</i> learning	The teacher assesses a student's summative work at the end of a period of learning to determine to what degree (at what level) the student has achieved the learning goal.	Data can be used as assessment data for evaluation. Data collected guides teacher's planning and instruction

Types of Assessment

The chart below describes the relationship between the types of assessment (diagnostic, formative and summative) and the purposes for assessment (for, as and of learning).

	Detail	Purpose(s) for Assessment
Diagnostic Assessment	<ul style="list-style-type: none"> • Takes place prior to instruction beginning • Is a process of gathering and interpreting evidence • Can include data about student interests, preferences, prior knowledge • Answers the questions "Where is the student now?" "What are their strengths and areas requiring growth?" 	<u>Assessment for learning</u> Purpose(teacher): <ul style="list-style-type: none"> - To determine what students already know and can do with respect to curriculum expectations - Helps to determine instructional next steps and teaching points - May help to create instructional groupings
Formative Assessment	<ul style="list-style-type: none"> • Frequent (throughout the day) • Ongoing and embedded in instruction • Takes place while students are still gaining knowledge and practising skills • Involves the teacher modelling, supporting and guiding students (coaching) • Guides in the determining of instructional next steps • Aids the teacher in differentiating instruction to address individual student next steps 	<u>Assessment for learning</u> Purpose(teacher): <ul style="list-style-type: none"> - To monitor students' progress toward achieving learning goals - To provide descriptive feedback to students and determine instructional next steps (See Feedback section pages 10 and 11) <u>Assessment as learning</u> Purpose (student): <ul style="list-style-type: none"> - to monitor his or her own progress towards achieving learning goals (self-assessment) - to provide feedback to other students (peer assessment)
Summative Assessment	<ul style="list-style-type: none"> • Occurs at or near the end of a period of learning (a lesson or series of lessons) • May be used to inform further instruction 	<u>Assessment of learning</u> Purpose (teacher): <ul style="list-style-type: none"> - To summarize learning at a given point in time - To make judgements about the quality of student learning on the basis of established criteria - provides assessment data for evaluation

The Assessment and Evaluation Process

Teachers need to plan assessment concurrently and integrate it seamlessly with instruction.

Planning for Assessment

GOOD PLAN

- ☑ Starting with the curriculum
- ☑ Establishing learning goals
- ☑ Developing success criteria
- ☑ Planning demonstration of student learning - Assessment of learning
- ☑ Planning demonstration of students learning for students' with special needs and ELLs
- ☑ Determining student strengths and needs - diagnostic assessments
- ☑ Embedding assessment for and as learning
- ☑ Including descriptive feedback

Gathering Evidence of Learning

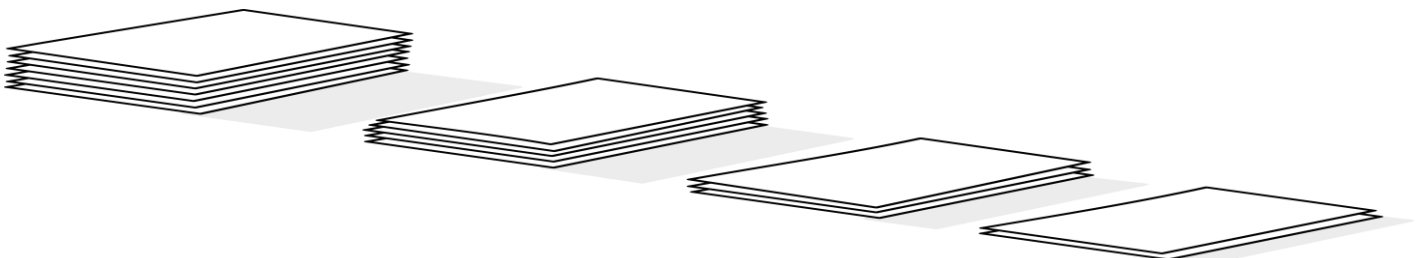
GOOD DATA

- ☑ Triangulation of assessment data
- ☑ Evidence of learning - a balanced approach
- ☑ Responding to the evidence - providing descriptive feedback
- ☑ Recording and tracking assessment data
- ☑ Managing group work
- ☑ Managing late/missed assignments
- ☑ Managing homework completion

Applying Professional Judgement

GOOD JUDGEMENT

- ☑ Learning outcomes - curriculum expectations
- ☑ Performance standards - Criteria
- ☑ Achievement data for evaluation
- ☑ Weighting assessment data
- ☑ Managing missing assessment data for evaluation
- ☑ Applying achievement levels to judge overall performance
- ☑ Assigning Grading: a level/percentage grade along with written feedback that speaks to the student's strengths, areas requiring growth and their next steps for learning



Planning Assessment

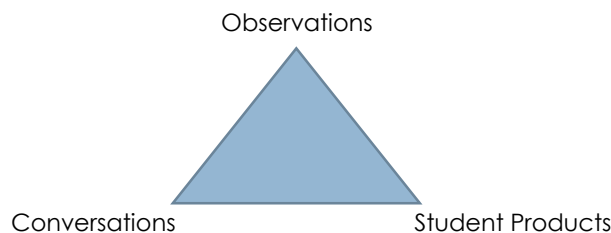
	<i>Assessment for Learning</i>	<i>Assessment as Learning</i>	<i>Assessment of Learning</i>
Why Assess?	To enable teachers to determine next steps in advancing student learning	To guide and provide opportunities for each student to monitor and critically reflect on his or her learning, and identify next steps	To certify or inform parents or others of student's proficiency in relation to curriculum learning outcomes
Assess What?	Each student's progress and learning needs in relation to the curricular outcomes	Each student's thinking about his or her learning, what strategies he or she uses to support or challenge that learning, and the mechanisms he or she uses to adjust and advance his or her learning	The extent to which students can apply the key concepts, knowledge, skills and attitudes related to the curricular outcomes.
What Methods?	A range of methods in different modes that make students' skills and understanding visible	A range of methods in different modes that elicit students' learning and metacognitive processes	A range of methods in different modes that assess both product and process
Ensuring Quality	<ul style="list-style-type: none"> accuracy and consistency of observations and interpretations of student learning clear, detailed learning expectations accurate, detailed notes for descriptive feedback to each student 	<ul style="list-style-type: none"> accuracy and consistency of student's self-reflection, self-monitoring and self-adjustment engagement of the student in considering and challenging his or her thinking students record their own learning 	<ul style="list-style-type: none"> accuracy, consistency, and fairness of judgements based on high-quality information clear, detailed learning expectations fair and accurate summative reporting that depicts through levels/grades and comments outlining the student's strengths, areas requiring growth and their next steps in the learning process.
Using the Information	<ul style="list-style-type: none"> provide each student with accurate descriptive feedback to further his or her learning differentiate instruction by continually checking where each student is in relation to the curricular outcomes provide parents or guardians with descriptive feedback about student learning and ideas for support 	<ul style="list-style-type: none"> provide each student with accurate descriptive feedback that will help him or her develop independent learning habits have each student focus on the task and his or her learning (not on getting the right answer) provide each student with ideas for adjusting, rethinking, and articulating his or her learning provide the conditions for the teacher and student to discuss alternatives students report about their learning 	<ul style="list-style-type: none"> indicate each student's level of learning outlining the student's strengths, areas requiring growth and their next steps in the learning process. provide the foundation for discussions on placement or promotion report fair, accurate, and detailed information that can be used to decide the next steps in a student's learning

Gathering Evidence of Learning

In all subjects and courses, students should have numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum outcomes. When considering the evidence of learning that will inform instruction and evaluation, teachers should ask the following questions:

- ⇒ Am I providing a variety of means for students to demonstrate learning in the best way that they can?
- ⇒ Are the data I gather balanced? i.e. knowledge and understanding, thinking, communication, application?
- ⇒ When descriptive feedback is provided, what opportunities do students have to act on the feedback?
- ⇒ How will assessment data be gathered and tracked, in order to determine how students are progressing with respect to the learning goals? What data will I use for evaluation?
- ⇒ How will I manage group work, late/missed assignments and homework completion in ways that provide learning opportunities for students without impacting student achievement levels?

Triangulation of Assessment Data



Before teachers can apply their professional judgement, they must gather evidence of learning. This evidence should be collected over time from three different sources: observation, conversations and student products. The use of three sources is referred to as triangulation of assessment data.

Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. In incorporating assessment tasks from all three sources, teachers differentiate the way in which individual students will demonstrate their learning.

Sample Strategies for Triangulating Assessment Data

Observations <i>(a planned process of focused anecdotal notes)</i>	Conversations <i>(posing questions to make student thinking explicit)</i>	Student Products <i>(product by a student as a way of demonstrating learning)</i>
<ul style="list-style-type: none"> ✓ Observations of processes and strategies ✓ Self-reflections ✓ Formal observation ✓ Notes from discussion circles ✓ Running records ✓ Questioning ✓ Observations of student discussions (listening and speaking skills) ✓ Problem solving process ✓ Group work skills ✓ Etc. 	<ul style="list-style-type: none"> ✓ Conferences (about talking through reasoning and verbalizing processes) ✓ Discussions ✓ Moderated online forums ✓ Focused learning conversations ✓ Feedback loops ✓ Portfolio conferencing ✓ Questions during processes ✓ Follow up questions ✓ Etc. 	<ul style="list-style-type: none"> ✓ Performance tasks ✓ Assignments ✓ Tests/quizzes/exams ✓ Reader responses/blogs ✓ Portfolios ✓ Videos/podcasts ✓ Journals/logs ✓ Projects, including electronic demonstrations/labs ✓ Exhibits/web pages ✓ Research papers ✓ Essays ✓ Etc.

ZAP – ZEROS Aren't Possible

A zero clearly does not promote our vision of "Every Student, Every Day, A Success". It also does not represent what students have learned, nor provide incentive to improve learning. Schools, under the leadership of the principal, must establish intervention and support processes to ensure that students are committed to learning and complete work when expected to do so.

Feedback

Hattie and Timperly(2007) describe feedback as "the information provided by an agent (e.g. teacher, peer, book, coach, parent, self/experience) regarding aspects of one's performance or understanding that reduces the discrepancy between what is understood and what is aimed to be understood (i.e. the gap)". Both they and numerous researchers contend that effective feedback needs to address three major questions by the teacher and/or by the student: Where am I going? (What are the goals?), How am I going? (What progress is being made towards goals?), and Where to next? (What activities need to be undertaken to make better progress?).









The Three Feedback Questions	
Where am I going?	When students understand the learning goals and what success of those goals looks like, then feedback is more powerful and has greater impact. Without this clarity feedback is often confusing, disorienting, and interpreted as something about the student not their tasks or work. Feedback allows for reasonable goals to be set and for performance in relation to these goals to be tracked. Often described as success criteria this information provides students with the clarity as to what they require in order to achieve the goals.
How am I going?	This entails feedback (about past, present, or how to progress) relative to the starting or finishing point and is often expressed in relation to some expected standard, to prior performance, and/or to success or failure on a specific part of the task. Feedback information about progress, about personal best performance, and comparative effects to other students can be most salient to this second question.
Where to next?	This feedback can assist in choosing the next most appropriate challenges, more self-regulation over the learning process, greater fluency and automaticity, different strategies and processes to work on the tasks, deeper understanding, and more information about what is and what is not understood.

In addition to outlining the three feedback questions with which students navigate the "gap" between where they are in their learning journey and where they want to be, Hattie and Timperly (2007) classified feedback in terms of four levels and described the interaction of these levels of feedback with the nature of the tasks.

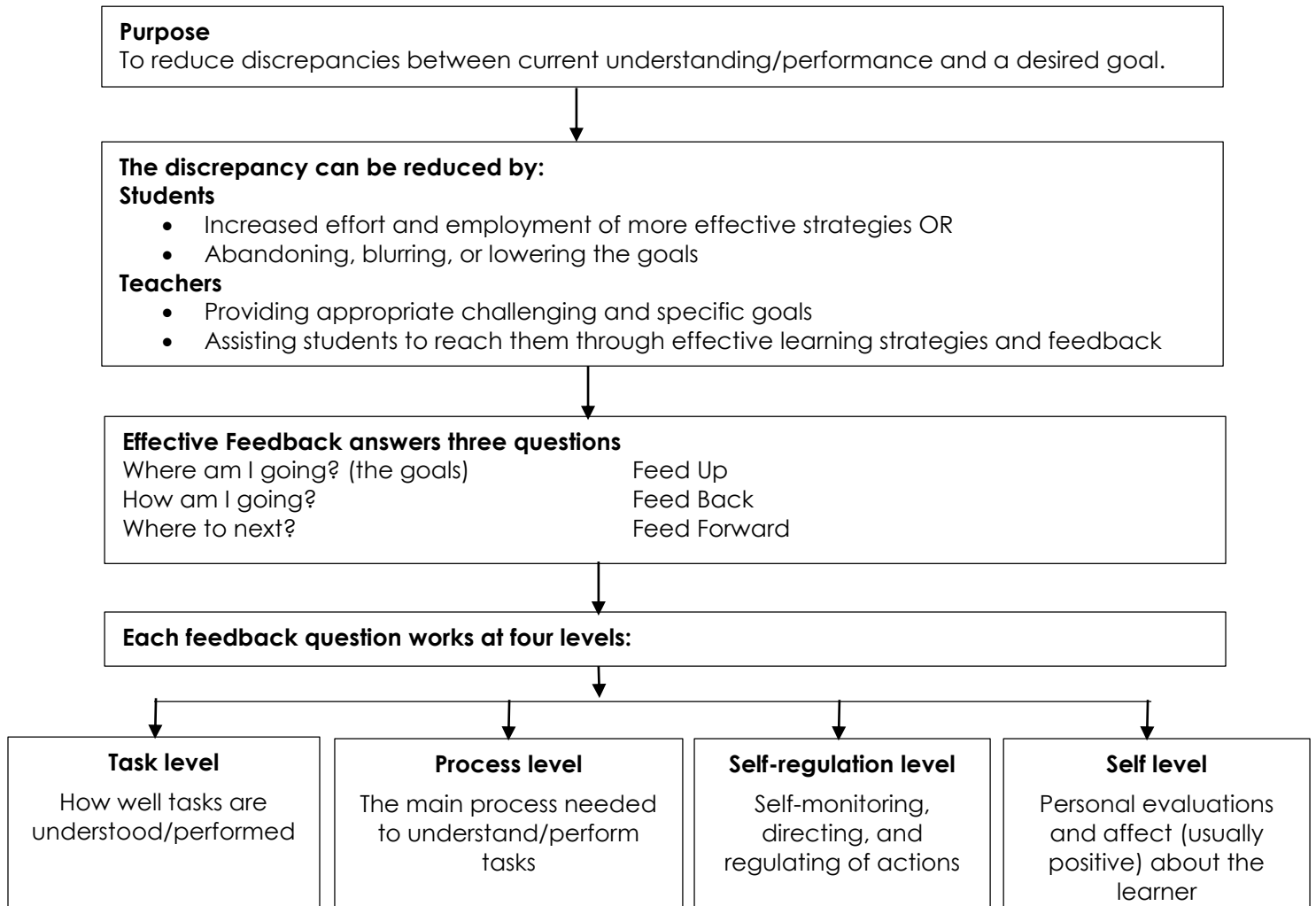
The Four Feedback Levels	
Task or product	Feedback can be about the task or product (i.e. learning new knowledge, learning to conduct an experiment etc.) In this case feedback is powerful if it is more information focused (e.g., correct or incorrect), leads to acquiring more or different information, and builds more surface knowledge.
Processes	Feedback that is used to create the product or complete the task. Such feedback can lead to alternative processing, reduction of cognitive load, providing strategies for error detection, reassessment of approach, cueing to seek more effective information search, and employment of task strategies. Feedback at this level enhances deeper learning.
Self-regulation	Feedback at this level can enhance students' skills in self-evaluation, provide greater confidence to engage further on a task, can assist in the student seeking and accepting feedback, and can enhance the willingness to invest effort into seeking and dealing with feedback information. When students can monitor and self-regulate their learning they can

	more effectively use feedback to reduce discrepancies between where they are in their learning and desired outcomes or successes of their learning.
The Four Feedback Levels	
The self	This feedback is directed to the "self" (e.g. "You are a great student!", "Well done" and so often directs attention away from the task, processes or self-regulation. This type of feedback is used often in classrooms but rarely does it enhance achievement or learning. Praise should and can be given to students but should be separate from content feedback which should speak specifically to the student's progress in relation to the achievement of a specific learning goal.

As well as the three feedback questions, and the four levels of feedback, there are other factors that can impact the effects of feedback on student achievement:

-  Giving is not receiving – Teachers may give lots of feedback but how students receive the feedback is the most important indicator of the effect this feedback will have. "Students often find teachers' feedback confusing, nonreasoned, and difficult to understand." (Hattie and Timperly 2007)
-  The culture of the student can influence the feedback effect. Feedback is not only differently given but also differently received.
-  Disconfirmation is more powerful than confirmation – "Confirmation is related to feedback that confirms a student's preconceptions of hypotheses, independently of whether the feedback is appropriate or accurate. Disconfirmation is related to feedback that corrects an erroneous idea or assumption or that provides information that goes against current expectations....When feedback is provided that disconfirms then there can be greater change, provided it is accepted." (Hattie 2011)
-  Errors need to be welcomed. – Feedback is most effective when students do not have proficiency or mastery. The classroom environment needs to be a place where errors are welcome and provide opportunity for further learning.
-  The power of peers – "80% of verbal feedback come from peers and most of this feedback information is incorrect!...Interventions that aim to foster correct peer feedback are needed particularly as many teachers seem reluctant to involve peers as agents of feedback."(Hattie 2011)
-  Feedback from assessment – Assessment is even more important for teachers as it provides valuable information on the impact of their teaching on students' learning. "The function of feedback is very powerful when assessment feedback is oriented to the teacher about who and what they have taught well/not well, the strengths and gaps of their teaching, and when it provides information about the three feedback questions." (Hattie 2011)
-  Feedback can be communicated both orally and in written form and should help students by providing them with precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve.
-  Feedback must be directly linked to the success criteria. A teacher must consider:
 - o Which of the success criteria were met by a student in a way that shows relative strength, and

- Which success criteria were met in a way that showed a need for improvement in that area, a next step.



Hattie & Timperley, *The Power of Feedback*, Sage Publication, 2007

Applying Professional Judgement

Professional Judgement has been defined as judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

Determining a report card Level of Achievement/Percentage involves teachers' professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

The following questions can be used to help guide teachers in their application of professional judgement:

- ⇒ Is my judgement based on the big ideas or central learning that is reflected in the overall expectations?

- ⇒ What does the evidence of learning I have collected really tell me about a student's level of achievement of the overall expectations of the course?
- ⇒ How can I categorize, organize and weight the assessment data in a way that reflects the relative importance of, and/or time spent on, each topic?
- ⇒ Do the components of the final evaluation reflect the most important ideas of the course?
- ⇒ Where there is missing assessment data for evaluation, has that overall expectation been demonstrated in other ways?
- ⇒ Is the percentage grade I am assigning in line with the student's overall achievement level (as demonstrated most recently, most consistently)?

All curriculum expectations must be accounted for in instruction and assessment. Evaluation focusses more on the student's achievement of the "Key Learning" outcomes which are broader in nature than the specific learning outcomes. A key learning outcome (KLO) is defined as a broad statement identifying knowledge, skills, and strategies that students are expected to demonstrate. These general outcomes include a number of more precise specific learning outcomes (SLOs). For planning purposes, these specific learning outcomes are often taught as groups or clusters, rather than as discrete items. There are a variety of ways in which these specific outcomes may be grouped for planning. Teachers might focus on the entire KLO, a group of related SLOs from several KLOs, a strand, or perhaps a grouping that relates to their report card categories. Some students work toward student-specific outcomes (SSOs). Student-specific outcomes are unique to individual students and their individualized program plan (IPPS). Teachers will use their professional judgement to determine which outcomes will be used to represent student achievement in a subject area and which will be accounted for in instruction and assessment but not necessarily represented in reporting.

Summative assessment weightings are determined by teacher professional judgement and must be clearly communicated to students. Grades are to be calculated cumulatively (i.e. each report card represents a cumulative calculation from the beginning of the course to the end of the current reporting period, with teacher professional judgement used to determine and adjust item weightings). When more consistent and/or convincing evidence of learning is demonstrated by a student, teachers de-emphasize (i.e. reduce the weighting of) or replace prior evidence of learning with more recent more consistent, or more convincing evidence.

Culminating Assessments

Culminating assessments are the teacher-developed, outcome-aligned, summative experiences near the end of the learning process (e.g. unit, course, etc.) where students demonstrate their understanding of learner outcomes through application, analysis, synthesis and/or evaluation. Culminating assessments may take the form of presentations, performance tasks, conferences, projects, practical demonstrations of learning, and/or tests. Broadening the collection of evidence increases the validity. Culminating assessments may be differentiated to meet the individualized learning needs of a student.

In collaboration with the school community and under the leadership of the principal, teachers will explore a variety of culminating assessment strategies. Teachers determine and communicate to students, in advance information related to the expectations, criteria and weighting of culminating assessments. If there is a culminating assessment at the end of a course in grades 1 to 9, it shall be weighted at a maximum of 20% of a student's grade in the course. The decision of whether to use Provincial Achievement results as summative evidence is part of teacher professional judgement, and may be part of a collective staff or teaching team's decision. If there is a culminating assessment at the end of a course in grades 10 to 12, it shall be weighted at a maximum of 25% of a student's grade in the course. In Diploma Exam courses, classroom-based culminating assessments

are to be weighted at a maximum of 20% of the school-awarded mark (i.e. 10% of a student's total final mark).

Communicating Student Learning

Communicating a Full Picture of Student Learning

Research has shown that keeping students at the centre of the learning process increases achievement and fosters their capacity for further learning. When students develop greater awareness of what they know and how they learn, they are better able to respond to new learning challenges. Students' motivation and future learning are greatly affected by what we communicate to them about their learning, how we do it, and when we do it. Ideally, communication about student learning:

- ⇒ is timely, ongoing, and embedded in the learning process
- ⇒ describes what students are able to do, and provides direction for next steps
- ⇒ encourages students to set and revise learning goals
- ⇒ helps teachers plan
- ⇒ assists parents in supporting the student at home

Communicating with Students to Improve their Learning

For students to be able to deepen their understanding and improve the quality of the work they produce to reflect that understanding, they rely mainly on information from their teacher. Test scores and letter grades have traditionally played a dominant role in communication about assessment, but these symbols in themselves do not provide students with the feedback and guidance they need to learn (Wiggins 1992). When students receive specific, descriptive feedback, they know what it is they need to do differently to improve their work.

Assessment is not something that teachers do to students; it is a process of collaborative communication in which information about learning flows between teacher and student. This two-way exchange of information is at the heart of formative assessment. If the purpose of assessment is to improve the quality of students' work, then students must be involved in their own assessment. Research by Hattie, Black and Wilm and Stiggins all concur that student's ability to self-assess has one of the largest impacts on students' ability to achieve at high levels. It is powerful because the assessment is frequent, dynamic, and responsive to student needs.

Communicating Summative Assessment Information

Summative assessment is concerned with examining and summarizing the critical sample of evidence of student work that will reflect achievement of the learning outcomes in a given grade and subject. This process involves several steps:

1. Decide upon the evidence that will comprise the "assessment of learning" sample. Ideally, teachers work as a grade, course, or subject team to do this.
2. Communicate to students and parents what evidence will be required.
3. For each assessment task, convey to students—and ideally parents—what criteria will be used to judge the quality of the student's work.
4. Once the students complete the tasks, inform them about the quality of their work using points, rubric levels, or comments.
5. Provide opportunities for students and parents to discuss the way the teacher determined the score.

Communication about summative assessment typically occurs at or toward the end of a significant period of learning, such as a unit or a term, but can occur throughout the learning process. These summative assessments inform and support future teaching and learning.

Involving Parents/Guardians in the Process

Communication, in general, between parents/guardians, child and teacher should be frequent and on-going. Schools and teachers have a responsibility to communicate effectively and continuously with parents/guardians by providing them with meaningful information about their child's learning. This can be via formal communication such as student-led conferences, portfolios, ConnectEd, report cards etc. as well as through informal communications such as agendas, phone calls, newsletters etc. This is not a situation where more is always better; careful choices of format need to be made, and content needs to be clear. The intention is to move everyone involved towards more effective communication of student learning as a means of improving student learning. Some forms of communication can include, but are not limited to:

- Written descriptive feedback on assignments/tests/work samples
- Student-led conferences
- Assessment portfolios
- Parent phone calls
- Conferences
- Student agendas
- Student self-reflection and goal setting
- Quick notes/post cards/exit passes
- Progress reports/ report cards
- Online repository of assessment information ie. ConnectEd

Of considerable importance is that all communication must provide opportunity to move learning forward with clarity around next steps.

Teachers have an important role in helping parents understand how to engage as a crucial member of the learning team and how parents can encourage and support their child's learning. Teachers could consider these questions as a guide in communicating with with parents/guardians regarding assessment:

- Involving the parent/guardian in unpacking curriculum outcomes, classroom expectations and assessment methods...
 - ☒ Have I provided a parent-friendly explanation of the grade level curriculum outcomes?
 - ☒ Have I provided an opportunity for parents to ask for further explanation and description of what it looks like when their child has learned the outcome?
 - ☒ Am I modelling the expectations for students and have I provided parents with a description of those expectations?
 - ☒ Are students involved in the construction of assessment criteria and are they encouraged to share this with their parents?
- Involving the parents/guardians in the process of conferencing...
 - ☒ Have we talked about what usually happens during a conference?
 - ☒ How have I helped parents/guardians prepare their questions and suggestions?
 - ☒ How have I invited parent/guardian responses?
 - ☒ How have I modelled student-led conferencing?
- Involving the parents/guardians in the process of informal communication...

- ✗ Have I used a variety of ways to invite them to comment on their child's work?
- ✗ How have I helped parents/guardians make supportive comments in response to their child's work?
- ✗ How have I helped them "see" and "hear" the learning that is developing?
- Involving the parents/guardians in the process of collecting evidence of their children's learning...
 - ✗ Have I asked parents/guardians what is important to them?
 - ✗ How have I helped parents/guardians comment on their children's work?
- Involving the parents/guardians in the process of student reflection...
 - ✗ Have I informed parents/guardians in the process of student reflection and how we will be using it in the classroom?
 - ✗ Have I encouraged appropriate parent/guardian responses that validate what students are doing?
 - ✗ Have I encourage parents/guardians to assist their child in realistic goal-setting based on learner outcomes?

Portfolios

The portfolio is an excellent vehicle for communicating with students about their learning. It is also one of the most effective ways to make assessment a collaborative process. A portfolio is much more than a container for storing student work. When implemented effectively, the portfolio becomes a window into learning that enables teachers and parents to "see inside" the learning process. As such, the portfolio provides a focus for student-teacher and parent-teacher conferencing. A major purpose for using portfolios is to foster student metacognition—that is, to teach students how to monitor, reflect on, and then improve the quality of their own work, and, in the process, to become less dependent on the teacher's assessment of their work.

Effective portfolio programs integrate learning with assessment by providing a regular time for students to confer with their teacher about specific work samples. By having students attach a Reflection Strip to each piece they include in the portfolio, they think critically and analytically about their work and thereby improve their metacognitive skills.

The portfolio's greatest strength is that it is an ever-changing window into each student's learning. For this reason, it provides a focus for providing feedback to students about what they are doing well and what they need to improve. Portfolios can serve multiple assessment purposes.

- ⇒ Information from assessments for learning conducted near the beginning of the year and/or unit can be included. It helps to inform the student and the teacher about the knowledge and skills the student brings to a topic or learning task. By including information from initial assessments in a student's portfolio, the teacher and the student have baseline information from which to measure growth.
- ⇒ Assessment as learning can occur through conferencing between the student and teacher. During a conference, the student shares specific items in the portfolio, why they were selected for inclusion, and what they show about his or her learning. This reflection leads to formulating goals for improvement.
- ⇒ Assessment data from students' portfolios may also be used in the assessment of learning. The portfolio may include pieces of work that have been identified as essential evidence of learning. If this is the case, then the marks assigned to these polished pieces of work could comprise a significant part of the final report card grade.



Student Led Conferencing

Characteristics of Student Led Conferences

- ✓ Student takes the lead role
- ✓ Portfolios are used to show evidence of learning
- ✓ Parents/Guardians participate actively in the process and give specific feedback to their child.

Role of the student:

- ☑ Students prepare by collecting/selecting work samples with teacher's guidance
- ☑ Students demonstrate and communicate their learning
- ☑ Students share reflections
- ☑ Students ask their audience for feedback
- ☑ Students set goals based on selected work, reflections and feedback

Role of the teacher:

- ☑ Set guidelines for student choice for the portfolio
- ☑ Build on reflective and goal setting practices and skills
- ☑ Prepare students for the conference
 - Set agenda
 - Rehearse and role play with students leading
 - Collect other pertinent data and evidence of student learning or progress (e.g. diagnostic and formative assessments)

Role of Parent/Guardians

- ☑ Give specific feedback to support their child's learning
- ☑ Provide two compliments and one thing their child could work on (e.g. Two Stars and A Wish)
- ☑ Provide continuous positive reinforcement
- ☑ Assist their child in setting appropriate goals
- ☑ Complete an action plan

The Division requires that Parent Teacher Interviews and/or Student-Led Conferences take place each school year. One prior to the end of November and one prior to the end of March.

Using ConnectEd

“The teacher’s mark book is a corporate legal document and must be kept by the school for a period of seven years. This mark book shall be the Maplewood Connect Ed online gradebook and it is expected that staff will ensure it is up dated for parent/guardian access on the 1st and 15th of every month.” BRSD AP 360, 2017

ConnectEd is not only an assessment tracking tool it is a communication tool for parents. It is important that we remember that the information collected in ConnectEd is understandable to parents. Support in the use of ConnectEd can be accessed through your school administrator.

Reporting – Summative Assessment

The report card should hold NO surprises for the parent/guardian and student. Regular communication with parents/guardians and students will ensure that when the report card is given it confirms what the student and parent/guardian already know about the learner.

Recommended Number of Key learning Outcomes per Subject Area for K to 6

A bank of key learning outcomes has been created for Grades K to 6 teachers to use in their report cards. (Note: If there are learning outcomes that teachers want to report on that are not in the bank they can be added. Please contact Valerie Krushel at ykrushel@brsd.ab.ca for this to be accomplished). The recommended number of key learning outcomes per core subject area per term is included in the table below. (Note: Grade 7 to 12 Report Cards will no longer list the learning outcomes for each subject, instead teachers should comment on specific outcomes in relation to student's individual areas of strength and next steps in the comment section.)

Subject	Minimum	Maximum
Language Arts	5	8
Mathematics	5	7
Science	3	6
Social Studies	3	6

Descriptors of Achievement

A descriptor of achievement provides a summative statement of achievement relative to the key learning outcomes based upon a varied body of assessment evidence and teacher professional judgement. These descriptors define the quality of performance, clearly connect achievement to curricular outcomes, characterize a level of understanding of the outcomes and indicate the knowledge, skills and processes acquired.

Kindergarten

The following are achievement descriptors used to indicate achievement of the key learning outcomes for students in Kindergarten.

Academic Achievement of Provincial Expectations	Grade K Achievement
Child is Consistently Demonstrating the skill, Understanding the Concepts and able to apply this knowledge in new situations	Well Established
Child is working toward Mastery of Skills and Concepts and has a well-developed understanding of kindergarten outcomes	Meeting Expectations
Skills Emerging – Child Requires Teacher Guidance and Reinforcement to Perform Skill or Understand Concepts	Developing
Child Has Difficulty Performing the Skill or Understanding the Concept With Teacher Assistance and Guidance	Not Yet Demonstrating

Grades 1 to 3

The following are the achievement descriptors used to indicate achievement of key learning outcomes for students in Grades 1 to 3.

Academic Achievement of Provincial Expectations	Grades 1 to 3 Achievement
Good understanding and application of concepts and skills	Proficient
Basic understanding and application of concepts and skills	Achieving
Limited understanding and application of concepts and skills; see also teacher comments	Developing
Does not yet demonstrate the required understanding and application of concepts and skills; see also teacher comments	Not Meeting



Grades 4 to 7, and 8 to 12

The following are the achievement descriptors used to indicate achievement of key learning outcomes for students in Grades 4 to 6 and 7 to 12.

Academic Achievement of Provincial Expectations	Grades 4 to 6 Achievement	Grades 7 to 12 Achievement
Very good to excellent understanding and application of concepts and skills	Exemplary	80 to 100%
Good understanding and application of concepts and skills	Proficient	70 to 79%
Basic understanding and application of concepts and skills	Achieving	60 to 69%
Limited understanding and application of concepts and skills; see also teacher comments	Developing	50 to 59%
Does not yet demonstrate the required understanding and application of concepts and skills; see also teacher comments	Not Meeting	Less than 50%

Learner Behaviours

Learner behaviours are the characteristics of students that can help them be successful learners at school. The development of these learning behaviours is an integral part of a student's learning. These are especially important in helping to determine how a child learns or prepares for learning. Teachers must work with students to help them develop the learner behaviours and to report these behaviours for each of the reporting periods.

It is important to note that in grades 7 to 12, the evaluation of these learner behaviours will not be considered in the determination of achievement levels or percentage grades for individual subjects. Teachers will provide a record of the learner behaviours demonstrated by the student in three categories: participation, work ethic and social responsibility. An explanation of these categories is included on the student progress report to provide further description and detail for parents. Anecdotal comments can be provided to parents in relation to these learner behaviours which speak to the student's demonstration of the behaviours and comment on strengths, areas requiring growth and next steps for improvement.

Learning Behaviours	
Scale	C: Consistently – almost all or all of the time U: Usually – more than half of the time
	S: Sometimes – less than half of the time R: Rarely – almost never or never
Participation	The student participates actively in his/her learning, by contributing to class discussions/activities, reflecting on his/her learning, using and providing feedback for improvement.
Work Ethic	The student is self-directed, takes responsibility for his/her own behaviour, manages time to complete work; takes care of and organizes material effectively
Social Responsibility	The student displays social skills that contribute to making the learning environment and interactions positive, caring and safe.

Creating Strong Report Card Comments

Two important questions that teachers need to consider when writing report card comments are:

- When parents read the comments can they see their child?
- When students read the comment can they see themselves?



BIG IDEAS FOR BUILDING COMMENTS:

Teachers need to write comments that:

- Focus on what the students have learned
- Describe significant strengths
- Identify next steps for improvement and further learning

Comments should:

- ✓ Describe in overall terms what students know and can do
- ✓ Avoid language that simply repeats the wordings of the curriculum expectations or the achievement chart
- ✓ Have an "affective" reference to the student so as to refrain from being too clinical i.e. Use the student's name
- ✓ Use language that parents/guardians will understand
- ✓ Provide parents/guardians with personalized, clear, precise, and meaningful feedback
- ✓ Help parents to understand how they can support their child at home

1

Focus on what **the students have learned** using qualifiers and descriptors

- The teacher identifies big ideas related to a key learning goal developed from clusters of specific learning goals, and or learning behaviours.
- The qualifiers on the report card should reflect the student's level of achievement of key learning outcomes and learner behaviours
- The descriptors take the tasks and learning goals into account to clarify and more specifically define effectiveness.

2

Share **specific examples** of significant strengths and that demonstrate the learning.

- The teacher uses information gathered from observations, conversations, and student products to share specific examples of what the student has done to demonstrate his/her strengths.
- This information should be personalized and connected to the success criteria for the learning goals.

3

Communicate **next steps** for improvement to students and parents.

- The teacher should communicate success criteria the student still needs to accomplish or extend their learning.
- These next steps should be connected to the learning goal and be meaningful, clear and attainable.

Comment Development

A comment on the report card should provide additional information about the student's level of achievement and give parents/guardians a clear picture of what the student has accomplished over the course of the term and the areas he/she may need to continue to work on in the future.

Structure of a Comment		Example (without anchor statement)
State the strengths	What the evidence shows the student achieved/learned	Tyler expresses his ideas clearly, stays on topic and responds well to questions. Jason listens to and follows multi-step directions. I will encourage him to continue to take advantage of opportunities to share his original ideas to our class audience. Jason consistently reads grade level material independently and chooses books at his reading level with little guidance. Jason quickly solves unknown words and ensures that they look right and make sense. He can express a solid understanding of what he has read. His fluency is improving but he will need to continue to work at paying attention to punctuation. In writing, Jason is able to use complete thoughts and some details to help the reader understand his ideas. Jason's writing contains most of the proper punctuation and common words are spelled correctly. Jason's next step is to organize his thoughts according to different forms of writing. I will be supporting him with this next term through the use of graphic organizers.
Identify Challenges	What the evidence shows the student has not yet achieved	
Next Steps	Plans to address the student's challenges	
<p>Note:</p> <p>Consider the audience: Comments should be written in language, free from educational jargon, which easily understood by parents/guardians and students.</p>		

Throughout the report card, for each comment that is written, maintain a student focus. Will a parent reading these comments:

- ⇒ Clearly understand how his/her child is doing in your class/subject?
- ⇒ Understand that his/her child has areas of strength?
- ⇒ Know what is being done to address any area of weakness? (This might also include ways the child can take some responsibility for his/her improvement and/or ways the family can support.)
- ⇒ Be aware of your interest in his/her child as an individual learner?

The report card comments should reflect the child's achievement relative to the outcomes. Teachers should avoid a reiteration of the outcomes taught during the reporting period, but rather focus on the child's experience with them.



Strong Report Card Comments Promote:

Moving Away From....	Moving Towards...
Comments on a large number of expectations or a listing of what was taught.	Commenting on one cluster of expectations.
Comments unrelated to achievement indicators, Learner behaviours or curriculum expectations.	Comments directly related to achievement indicators, learner behaviours or curriculum expectations.
Comments generated from impersonal comment banks.	Comments reflect personalized, clear, meaningful feedback that provides next steps for growth.
Comments that use educational jargon.	Comments use parent and student friendly language providing specific classroom examples.
Comments were created with areas of concern and next steps.	Comments are created with strengths, specific examples, and next steps personalized to the students.

Useful Words and Phrases to Consider for Writing Report Card Comments

Strengths	Needs	Next Steps
<ul style="list-style-type: none"> - Able to construct, Able to determine, Able to extend, Able to research, Able to respond, Able to support - Can accurately....., Can adapt, Can consistently...., Can easily....., Can effectively....., Can explain....., Can identify...., Can solve...., Can successfully... - Consistently makes - Continues to - Demonstrates a clear understanding - Demonstrates effective - Displays strong, Displays exceptional - Has achieved - Has a good grasp - Has successfully - Has learned - Has very good insight - Improved tremendously - Is able to - Is capable of - Is developing - Is consistently able to - Recognizes the importance - Shows commitment - Is competent in - Is proficient at - Is skillful at - Is very good at - Often uses - Recognizes that - Successfully interprets 	<ul style="list-style-type: none"> Attempts to, Makes attempts - Continues to need help with - Could profit by - Demonstrates limited ability - Does not always - Does not demonstrate - Encouragement with - Experiences difficulty with, Has difficulty with - Finds it difficult at times to, Has difficulty - Has not yet demonstrated understanding - Has trouble with - Is seldom able to - Is encouraged to - Is benefiting from practice with - Is learning to/that - Is receiving additional help with - Is working at - It is important that - Lacks a clear understanding - Needs more opportunities to - Needs ongoing help with, Needs ongoing assistance with - Needs support - Needs to clarify - Needs to develop - Often lacks - Rarely uses, Rarely able to - Requires adult support for - Requires more time 	<ul style="list-style-type: none"> - Can practice/apply at home by - Greater focus on - Is encouraged to - Is encouraged to be more - Is encouraged to seek - Is encouraged to strive to - Is not always willing to - It is recommended that - It is suggested that - Needs more time to develop - Needs to expand on - Needs to improve, Needs improvements in - Needs to refer to - Needs to review - Needs reinforcement in - Needs to spend more time on, Should spend more time on - Needs time to - Needs to work on - Requires additional effort - Requires additional practice - Requires further understanding - Requires guided instruction - Should continue to - Should do further practice - Should take time to - Should utilize options for - Should work towards - Would benefit from - Will have opportunity to

- Skillfully uses - Understands how, Understands that - Uses a variety of...	- Seems to use few - Tries to, Makes attempts to - Struggles to, Struggles with - Unable to explain	
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Appendices A: Assessment AP 360



ASSESSMENT OF STUDENT LEARNING

Background

The Division believes in ensuring ongoing, meaningful, consistent and accurate assessment for all students. Assessments are designed to improve student learning, guide effective instruction, provide information for reporting and to make informed decisions about student programming.

Procedures

1. Formative Assessment is the process of measuring student growth. Summative Assessment (Evaluation) is the process of reviewing this evidence and determining its value.
2. Assessment of a student shall encompass a number of important characteristics. It shall be fair, consistent, formative, summative and recognize the worth and dignity of the individual.
 - 2.1 Formative Assessment (assessment for learning): assessment experiences that result in ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes.
 - 2.2 Summative Assessment (assessment of learning): assessment experiences designed to collect information about learning to make evaluations of student performance at the end of a period of instruction.
3. Measures used to assess and evaluate student achievement shall be based on the outcomes defined in the Alberta Curriculum and Program of Studies.
4. A variety of methods shall be used to assess student achievement and growth.
5. A course outline shall be prepared by teachers. The assessment strategy must include the weighting used in arriving at final evaluation. The course outline and assessment strategy shall be made available to students and parents/guardians.
6. Evaluation of students with special needs shall be based on the mandatory Individual Program Plans (IPPs).
7. The teacher's mark book is a corporate legal document and must be kept by the school for a period of seven years. This mark book shall be the Maplewood Connect Ed online grade book and it is expected that staff will ensure it is up dated for parent/guardian access on the 1st and 15th of every month.
8. Report cards for Kindergarten shall be issued by:
 - 8.1 November -- using the template that is for the communication of the Early Years Evaluation (EYE) data and teacher observational data;
 - 8.2 Mid-March -- using Maplewood reporting, combined with student led conference; and
 - 8.3 the end of the school year -- using Maplewood reporting.

9. Report cards for Grade 1 to 6 students shall be issued by:
 - 9.1 Mid-November;
 - 9.2 Mid-March; and
 - 9.3 June (the end of the school year).
 - 9.4 Additional progress reports may be issued at the school's discretion.

10. Report cards for Grade 7 to 9 students shall be issued by:
 - 10.1 November;
 - 10.2 January/February;
 - 10.3 March/April; and
 - 10.4 June (the end of the school year); the final evaluation shall be a cumulative final mark.

11. Report cards for Grade 10 to 12 students shall be issued two times a semester, one being the final report. The final evaluation shall be a cumulative final mark.

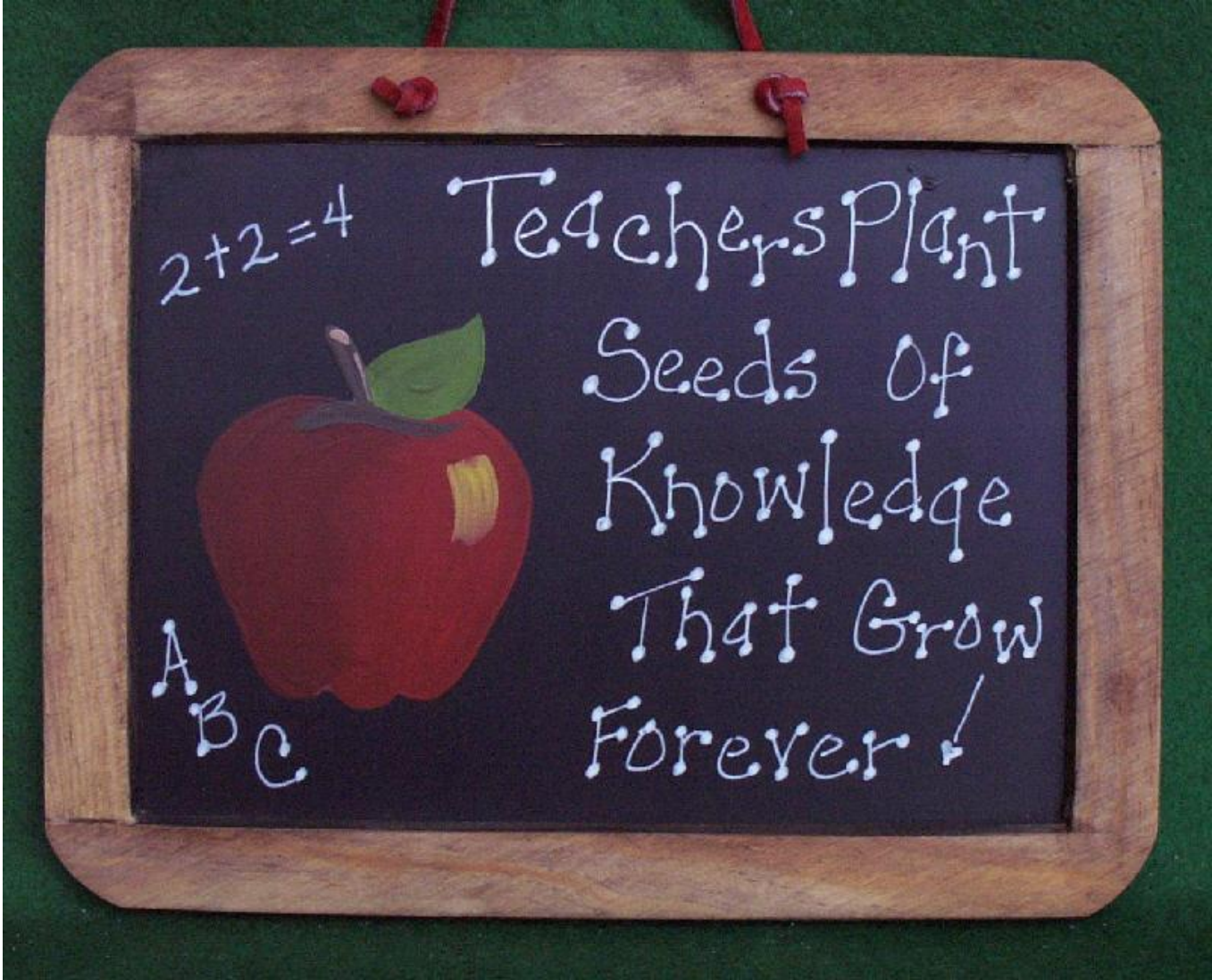
12. Appeals Procedures (when a student wishes to appeal a final course grade):
 - 12.1 Within five days of receipt of the grade, the student appeal shall be made in writing to the principal and co-signed by the parent(s)/guardian(s). Reason(s) for the appeal shall be included.
 - 12.2 The principal shall initiate whatever steps he/she deems necessary to review the basis for the grade, including the following:
 - 12.2.1 Consultation with the teacher(s) involved;
 - 12.2.2 A check of the records; and
 - 12.2.3 An investigation of the assessment procedures followed.
 - 12.3 Within five days of receipt of the letter of appeal, the principal shall share his/her findings with the student and parent(s)/guardian(s).
 - 12.4 In the event the student is not satisfied with the principal's findings, the student may appeal in writing to the Superintendent within five days of receipt of the school's appeal decision. The decision of the Superintendent is considered final.
 - 12.5 Appeals for the June term must be submitted by August 15th.

Reference: Section 12, 18, 20, 22, 23, 39, 60, 61, 113 School Act
 Ministerial Order, 016/97 – Teaching Quality Standard
 Guide to Education: ECS to Grade 12 (Alberta Education)
 Battle River School Division Guide to Assessment & Reporting Document

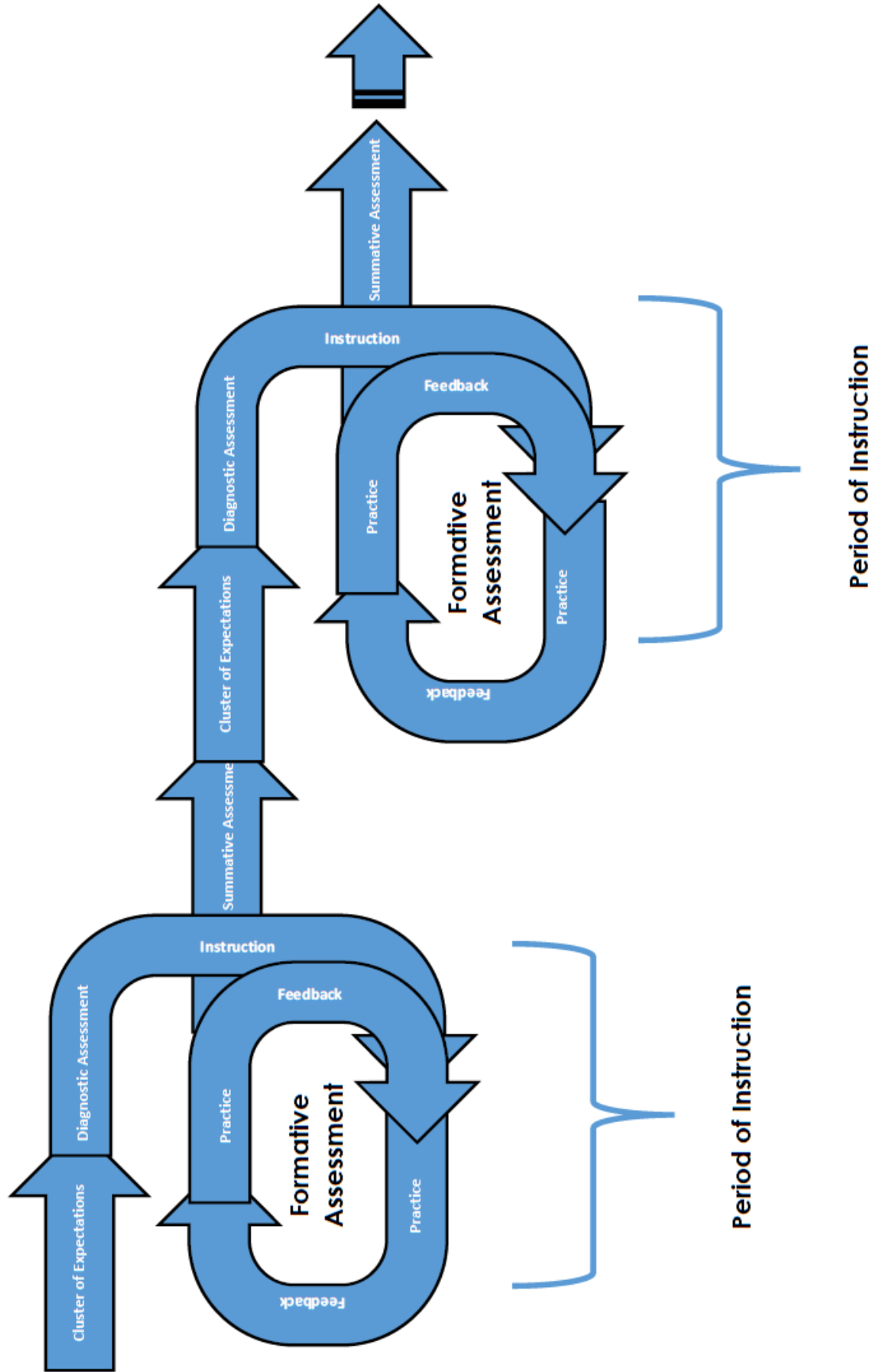
Amended: August 2017

*** Note: As part of our goal to ensure that communication of student learning is an ongoing process, we will be setting consistent reporting dates across the division. In consultation with school administration and teaching staff, these dates will be set in the spring for the next school year.***

Appendices B: The Instructional Planning Cycle



THE INSTRUCTIONAL PLANNING CYCLE



Adapted from: Growing Success-Assessment, Evaluation & Reporting in Ontario Schools. 2010. Queen's Printer for Ontario.

“...this practice is the biggest breakthrough in communicating about student achievement in the last century. When students are well prepared over an extended period to tell the story of their own success (or lack thereof), they seem to experience a fundamental shift in their internal sense of responsibility for that success. The pride in accomplishment that students feel when they have a positive story to tell and tell it well can be immensley motivational. The sense of personal responsibility that they feel when anticipating what it will be like to face the music of having to tell their story of poor acievemnt can also drive them to productive work.”

-Rick Stiggins, Phi Delta Kappan, November 1999.

The Difference Between Teacher Led and Student Led:

Teacher Led	Student Led
<ul style="list-style-type: none"> • Teacher driven 	<ul style="list-style-type: none"> • Student driven
<ul style="list-style-type: none"> • Short time frame – little time for conversations 	<ul style="list-style-type: none"> • Longer time – conversation based
<ul style="list-style-type: none"> • Low Accountability for student 	<ul style="list-style-type: none"> • High Accountability for student
<ul style="list-style-type: none"> • Focus tends to be on social and emotional rather than academic 	<ul style="list-style-type: none"> • Opportunities for goal setting – work samples shared and discussed
<ul style="list-style-type: none"> • Fragmented 	<ul style="list-style-type: none"> • Authentic Assessment

Why?

- Students take ownership of their learning and articulate their learning strengths and areas to work on.
- Enhances communication between school and home
- Practices real life skills: communication, organization, leadership, presentation etc.
- Students are held individually accountable for their learning
- Students develop a greater sense of responsibility
- Students take pride in their accomplishments
- Increased confidence and self-esteem in students
- Teaches self-evaluation, goal setting and self-reflection skills
- Focuses on learning
- Easier scheduling –can accommodate late arrivals and walk ins
- Provides quality time between parent and child
- Less stressful for teacher during the conference as the focus is on the student
- Accommodates ESL parents
- Students are the centre of the conference

“Research shows that when students are involved in the assessment process-learning to articulate what they have learned and what they still need to work on – achievement improves.” (Black and William 1998; Stiggins 2001)

How? – Preparation

STUDENTS take the lead role:

- collect work samples
- Reflect on their learning
- Set Goals to improve their learning
- Active partners in the process

TEACHER needs to (right from the beginning of the year):

- Design work that emphasizes:
 - Provincial curriculum learning intentions
 - Multiple skills and processes
 - Processes as well as quality of product
 - Examples of “real work”, not work contrived for show
- teach and practice the skills required for self-reflection
- collect work in portfolios or other long term storage system
- Consistently have students engaged in conversations about their learning.
 - Co-construct criteria
 - Work samples
 - Goal setting in relation to learner outcomes
 - Self and peer assess according to criteria set
- During student-led conferences, teachers take on the role

STRUCTURE of the CONFERENCE:

Is dependent upon:

- Student age
- Past classroom experiences
- Preparation of parent, teacher and student

There are a number of ways you can plan a schedule for your student led conferences:

- Individual – one family grouping at a time – this can be scheduled over a period of days, evenings or a mixture.
- 3 to 4 at a time –students and parents sit in an area of the classroom where the student shares their work, teacher rotates between the groups checking in and answering any questions
- Large group – Classroom is organized in stations – students share work samples at each station teacher is a station

Scheduling Process – will need to be decided upon as a whole staff if there is whole school implementation. Things to think about:

- Create master schedule
- Scheduling siblings
- Who schedules
- How to handle absences and MIAs

“When we involve students in conferencing and reporting, they take a lead role by selecting and showing work samples, demonstrating skills, talking about their learning, and asking their audience for a response. “What counts” for us is that involving students in conferencing and reporting supports leaning” – Cameron, Davies, Gregory -2001

STUDENT-LED CONFERENCE FORMATS

This is not an exhaustive list but some possibilities to consider:

Format	Description	Advantages	Shortcomings
Individual or Student-Involved	Teacher meets with parents. Teacher control. Student is present for a portion	Good in primary, allows for teacher and parent to talk privately, helps teacher develop relationship with parent.	Students are not heavily involved in preparing or reporting, takes more time.
Simultaneous with Multiple Families	4 or 5 groups conduct conference in classroom at one time, usually ½ hour blocks, students are responsible for leading parents through a discussion of student work organized in a portfolio. Teacher visits with each family group for a short time.	Students take major responsibility for preparing and conducting, students see direct relationship between work and reporting, efficient use of time, format is easily adapted, and parent participation is essential and increases.	Teacher is not in control of what is reported, careful preparation is essential, more difficult to schedule than traditional Parent Teacher conferences.
Presentation or Showcase	Students lead conferences to present collections of work to a group or panel that includes teachers, parents etc. Students answer questions and speak to a facet of presentation.	Excellent model for providing a culminating experience, shows growth over time, students are reinforced to have adult interest and involvement, promotes quality work, can be effective with special needs or classes such as Phys. Ed., Drama, Band, etc.	Soemwhat difficult to schedule due to the number of people involved, format does not led itself to frequent reporting, panel format or speaking infront of so many may be intimidating to some students.
Portfolio Night	Families of entire class gather in the school building at the same time on one night to view student portfolios.	Effective way to let parents know what students are working on in school, excellent way to celebrate student successes as a school community, promotes parent involvement and a school-family partnership.	No opportunity for teachers to conference with all families of individual students; may be difficult to schedule depending on the space available in school facility.
At-Home Student-Led	Students take a portfolio of work home a defined points of the year to share work samples and progress in relation to their learning targets.	Sometimes used when parents are unable to get to the school, provides excellent adult attention to individual students, promotes parent partnership, increases teacher knowledge of family situations and needs.	Parents do not have access to public displays of student work, parents are not able to see student in daily school environment, time-consuming for teacher.
Electronic Student-Led	Student prepares a digital portfolio and emails or shares with parents. Student, parent and teacher then conduct an online/in person conversation regarding student progress toward learning goals.	Unique way to integrate technology, convenient, good format for parents who may live apart from their child.	Require good access to all technology needed to create digital portfolio; opportunity for face-to-face communication is limited by available technology, requires students, teachers and parents to be proficient and comfortable with technology.

Bailey & Guskey, 2001

WITHIN A FEW WEEKS OF THE CONFERENCE:

- Help students sort through their classroom work and choose examples for the conference
- Ask students to review self-reflections of chosen work and complete a summary reflection of work to date
- You may want to develop a script for students to use during the conference
- Have students role play the conference – classmates can play the different roles
- Review with students the parent letter/package that goes home prior to the conference

WHAT?

Possible work to include:

- Writing pieces – including drafts
- Science experiments – including hypothesis, lab notes and findings
- Mathematics – problem solving including
- Reading Logs – share a passage
- Research Projects – notes etc.
- Physical Fitness Summary
- Art Pieces
- Performance (Videos of)

STUDENT SELF-REFLECTION:

Sample Questions for Self Reflection:

- What makes this your best piece?
- Why did you select this piece of work?
- If you could work further on this piece, what would you do?
- How is your work now different from your work at the beginning of the year?
- What skills have you learned from doing this piece?
- What did you find most challenging about this project?

Different Formats for Self Reflection:

- Draw a picture representation of the process you used to complete this work.
- Ask other class members to comment on your performance.
- Make a graph that shows the amount of effort, satisfaction, interest, and value you gained from doing this project.
- Write a letter to yourself pretending you are the teacher and explain why you got the score you received.

Appendices D: Maplewood Report Cards





“Every Student, Every Day, A Success”
Battle River School Division
Kindergarten Report Card Term Two
 Michael Smith School
 2016-2017 School Year



Child:	Date Issued:	Attendance		
		Attendance Data	Term 2	Term 3
Homeroom Teacher:		Days Open		
		Days Absent		
		Days Late		

This is a summary of the student's progress in alignment with the Alberta Program of Studies.

Academic Achievement of Provincial Expectations	Grade K Achievement
Child is Consistently Demonstrating the skill, Understanding the Concepts and able to apply this knowledge in new situations	Well Established
Child is working toward Mastery of Skills and Concepts and has a well-developed understanding of kindergarten outcomes	Meeting Expectations
Skills Emerging – Child Requires Teacher Guidance and Reinforcement to Perform Skill or Understand Concepts	Developing
Child Has Difficulty Performing the Skill or Understanding the Concept With Teacher Assistance and Guidance	Not Yet Demonstrating

Academic Programming Descriptors
<p>Additional Learning Supports for students: Learning supports required by the student are identified below. Documentation from the teacher will be attached to this report.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adaptations: Adjustments that have been made purposefully by the teacher to curriculum content, instructional practices; assessment and/or the learning environment to help your child meet grade level outcomes. <input type="checkbox"/> Modifications: A program change has been made for your child that includes learning outcomes that differ from those in the provincial curricula for this grade level. Areas that require modifications will be indicated with an “M” on the report card. <input type="checkbox"/> IPP: A written document developed and implemented by the school team> It is a compilation of individualized student outcomes that have the highest priority for your child during this year. <input type="checkbox"/> ELL: English Language Learner programming is in place. Your child's progress will be measure using the Department of Education ELL benchmarks.

Administrator Signature:



Academic Achievement

Early Literacy	Term Two
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
Early Numeracy	Term Two
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
Physical Skills and Well -being	Term Two
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
Personal and Social Responsibility	Term Two
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
Creative Expression	Term Two
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
Environment and Community Awareness	Term Two
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
Citizenship and Identity	Term Two
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	
• <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i>	



Comments: This is your child's learning in relation to their Strengths, Areas for Improvement and Next Steps

Large empty rectangular box for writing comments.

Next School Year (final report card only)

Next year your child will be in Grade _____.

Teacher Signature: _____



Battle River School Division
"Every Student, Every Day, A Success"
Div. 1 Report
 Michael Smith School
 2016-2017 School Year

School Logo

Student:	Date Issued:
Homeroom Teacher:	Grade:

This is a summary of the student's progress in alignment with the Alberta Program of Studies.

Academic Achievement of Provincial Expectations	Grades 1 to 3 Achievement
Good understanding and application of concepts and skills	Proficient
Basic understanding and application of concepts and skills	Achieving
Limited understanding and application of concepts and skills; see also teacher comments	Developing
Does not yet demonstrate the required understanding and application of concepts and skills; see also teacher comments	Not Meeting

Academic Programming Descriptors
<p>Additional Learning Supports for students: Students who require additional learning supports will be indicated below. Documentation from the teacher will be attached to this report.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adaptations: Adjustments that have been made purposefully by the teacher to curriculum content, instructional practices; assessment and/or the learning environment to help your child meet grade level outcomes. <input type="checkbox"/> Modifications: A program change has been made for your child, which includes learning outcomes that differ from those in the provincial curricula for this grade level. Areas that require modifications will be indicated with an "M" on the report card. <input type="checkbox"/> IPP: A written document developed and implemented by the school team. Which is a compilation of individualized student outcomes that have the highest priority for your child during this year. <input type="checkbox"/> ELL: English Language Learner programming is in place. Your child's progress will be measured using the Department of Education ELL benchmarks.

Attendance			
Attendance Data	Term 1	Term 2	Term 3
Days Absent			
Days Late			

Administrator Signature:

Learning Behaviours	
Scale	C: Consistently – almost all or all of the time U: Usually – more than half of the time S: Sometimes – less than half of the time R: Rarely – almost never or never
Participation	The student participates actively in his/her learning, by contributing to class discussions/activities, reflecting on his/her learning, using and providing feedback for improvement.
Work Ethic	The student is self-directed, takes responsibility for his/her own behaviour, manages time to complete work; takes care of and organizes material effectively
Social Responsibility	The student displays social skills that contribute to making the learning environment and interactions positive, caring and safe.

Learning Behaviours			
	Term 1	Term 2	Term 3
Participation			
Work Ethic			
Social Responsibility			

Academic Achievement

<p>COMMENTS: In this section your child’s teacher will speak to his or her learning in relation to his or her: Strength/Areas for Improvement/Next Steps</p>

English Language Arts	Term One	Term Two	Term Three
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
Mathematics	Term One	Term Two	Term Three
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
Social Studies	Term One	Term Two	Term Three
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
Science	Term One	Term Two	Term Three
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
Physical Education	Term One	Term Two	Term Three
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
Health Education	Term One	Term Two	Term Three
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
French (Grade 4 and 5 only)	Term One	Term Two	Term Three
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
	Term One	Term Two	Term Three

Art Education			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
Music/Band	Term One	Term Two	Term Three
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			

Next School Year (final report card only)
Next year your child will be in Grade _____.
Teacher Signature: _____



Battle River School Division
"Every Student, Every Day, A Success"
Div. 2 Report
 Michael Smith School
 2016-2017 School Year

School
Logo

Student:	Date Issued:
Homeroom Teacher:	Grade:

This is a summary of the student's progress in alignment with the Alberta Program of Studies.

Academic Achievement of Provincial Expectations	Grades 4 to 6 Achievement	Grades 7 to 12 Achievement
Very good to excellent understanding and application of concepts and skills	Exemplary	80 to 100%
Good understanding and application of concepts and skills	Proficient	70 to 79%
Basic understanding and application of concepts and skills	Achieving	60 to 69%
Limited understanding and application of concepts and skills; see also teacher comments	Developing	50 to 59%
Does not yet demonstrate the required understanding and application of concepts and skills; see also teacher comments	Not Meeting	Less than 50%

Academic Programming Descriptors
<p>Additional Learning Supports for students: Students who require additional learning supports will be indicated below. Documentation from the teacher will be attached to this report.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adaptations: Adjustments that have been made purposefully by the teacher to curriculum content, instructional practices; assessment and/or the learning environment to help your child meet grade level outcomes. <input type="checkbox"/> Modifications: A program change has been made for your child, which includes learning outcomes that differ from those in the provincial curricula for this grade level. Areas that require modifications will be indicated with an "M" on the report card. <input type="checkbox"/> IPP: A written document developed and implemented by the school team. Which is a compilation of individualized student outcomes that have the highest priority for your child during this year. <input type="checkbox"/> ELL: English Language Learner programming is in place. Your child's progress will be measured using the Department of Education ELL benchmarks.

Attendance			
Attendance Data	Term 1	Term 2	Term 3
Days Absent			
Days Late			

Administrator Signature:

Learning Behaviours	
Scale	C: Consistently – almost all or all of the time S: Sometimes – less than half of the time U: Usually – more than half of the time R: Rarely – almost never or never
Participation	The student participates actively in his/her learning, by contributing to class discussions/activities, reflecting on his/her learning, using and providing feedback for improvement.
Work Ethic	The student is self-directed, takes responsibility for his/her own behaviour, manages time to complete work; takes care of and organizes material effectively
Social Responsibility	The student displays social skills that contribute to making the learning environment and interactions positive, caring and safe.

Learning Behaviours			
	Term 1	Term 2	Term 3
Participation			
Work Ethic			
Social Responsibility			

Academic Achievement

English Language Arts	Term One	Term Two	Term Three
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
Mathematics	Term One	Term Two	Term Three
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
Social Studies	Term One	Term Two	Term Three
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			

	Term One	Term Two	Term Three

Science			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum outcomes bank provided in ConnectEd</i> 			

<p>CORE Subjects</p> <p>COMMENTS: In this section your child’s teacher will speak to his or her learning in relation to his or her: Strength/Areas for Improvement/Next Steps</p>

Opening Comments:

Areas of Strength:

Areas for Improvement:

Next Steps:

Physical Education	Term One	Term Two	Term Three
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
Health Education	Term One	Term Two	Term Three
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			

French (Grade 4 and 5 only)	Term One	Term Two	Term Three
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
Art Education	Term One	Term Two	Term Three
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
Music/Band	Term One	Term Two	Term Three
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			
<ul style="list-style-type: none"> • <i>Learning outcomes from the curriculum</i> 			

NON-CORE Subjects

COMMENTS: In this section your child's teacher will speak to his or her learning in relation to his or her:
Strength/Areas for Improvement/Next Steps

Next School Year (final report card only)

Next year your child will be in Grade _____.

Teacher Signature: _____



Battle River School Division

“Every Student, Every Day, A Success”



Div. 3 Report Card
 Michael Smith School
 2016-2017 School Year

Student:	Date Issued:
Homeroom Teacher:	Grade:

This is a summary of the student’s progress in alignment with the Alberta Program of Studies.

Academic Achievement of Provincial Expectations	Grades 4 to 6 Achievement	Grades 7 to 12 Achievement
Very good to excellent understanding and application of concepts and skills	Exemplary	80 to 100%
Good understanding and application of concepts and skills	Proficient	70 to 79%
Basic understanding and application of concepts and skills	Achieving	60 to 69%
Limited understanding and application of concepts and skills; see also teacher comments	Developing	50 to 59%
Does not yet demonstrate the required understanding and application of concepts and skills; see also teacher comments	Not Meeting	Less than 50%

Academic Programming Descriptors
<p>Additional Learning Supports for students: Students who require additional learning supports will be indicated below. Documentation from the teacher will be attached to this report.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adaptations: Adjustments that have been made purposefully by the teacher to curriculum content, instructional practices; assessment and/or the learning environment to help your child meet grade level outcomes. <input type="checkbox"/> Modifications: A program change has been made for your child, which includes learning outcomes that differ from those in the provincial curricula for this grade level. Areas that require modifications will be indicated with an “M” on the report card. <input type="checkbox"/> IPP: A written document developed and implemented by the school team. Which is a compilation of individualized student outcomes that have the highest priority for your child during this year. <input type="checkbox"/> ELL: English Language Learner programming is in place. Your child’s progress will be measured using the Department of Education ELL benchmarks.

Attendance			
Attendance Data	Term 1	Term 2	Term 3
Days Absent			
Days Late			

Administrator Signature:

Learning Behaviours	
Scale	C: Consistently – almost all or all of the time S: Sometimes – less than half of the time U: Usually – more than half of the time R: Rarely – almost never or never
Participation	The student participates actively in his/her learning, by contributing to class discussions/activities, reflecting on his/her learning, using and providing feedback for improvement.
Work Ethic	The student is self-directed, takes responsibility for his/her own behaviour, manages time to complete work; takes care of and organizes material effectively
Social Responsibility	The student displays social skills that contribute to making the learning environment and interactions positive, caring and safe.

Courses	Reporting Period	% Grade	Participation	Work Ethic	Social Responsibility	Attendance	
						Late	Absent
Course Title: Teacher:	One						
	Two						
	Three						
	Four						
	Final						

Comments *(In this section your child's teacher will speak to his or her learning in relation to his or her: Strength/Areas for Improvement/Next Steps)*

Course Title:	Reporting Period	% Grade	Participation	Work Ethic	Social Responsibility	Attendance	
						Late	Absent
Course Title: Teacher:	One						
	Two						
	Three						
	Four						
	Final						

Comments *(In this section your child's teacher will speak to his or her learning in relation to his or her: Strength/Areas for Improvement/Next Steps)*



Courses	Reporting Period	% Grade	Participation	Work Ethic	Social Responsibility	Attendance	
						Late	Absent
Course Title: Teacher:	One						
	Two						
	Three						
	Four						
	Final						

Comments *(In this section your child's teacher will speak to his or her learning in relation to his or her: Strength/Areas for Improvement/Next Steps)*

Course Title: Teacher:	One						
	Two						
	Three						
	Four						
	Final						

Comments *(In this section your child's teacher will speak to his or her learning in relation to his or her: Strength/Areas for Improvement/Next Steps)*

Next School Year (final report card only)
Next year your child will be in Grade _____. Teacher Signature: _____



Battle River School Division
“Every Student, Every Day, A Success”
Div. 4 Report Card
 Michael Smith School
 2016-2017 School Year



Student:	Date Issued:
Homeroom Teacher:	Grade:

This is a summary of the student's progress in alignment with the Alberta Program of Studies.

Academic Achievement of Provincial Expectations	Grades 4 to 6 Achievement	Grades 7 to 12 Achievement
Very good to excellent understanding and application of concepts and skills	Exemplary	80 to 100%
Good understanding and application of concepts and skills	Proficient	70 to 79%
Basic understanding and application of concepts and skills	Achieving	60 to 69%
Limited understanding and application of concepts and skills; see also teacher comments	Developing	50 to 59%
Does not yet demonstrate the required understanding and application of concepts and skills; see also teacher comments	Not Meeting	Less than 50%

Academic Programming Descriptors
<p>Additional Learning Supports for students: Students who require additional learning supports will be indicated below. Documentation from the teacher will be attached to this report.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adaptations: Adjustments that have been made purposefully by the teacher to curriculum content, instructional practices; assessment and/or the learning environment to help your child meet grade level outcomes. <input type="checkbox"/> Modifications: A program change has been made for your child, which includes learning outcomes that differ from those in the provincial curricula for this grade level. Areas that require modifications will be indicated with an “M” on the report card. <input type="checkbox"/> IPP: A written document developed and implemented by the school team. Which is a compilation of individualized student outcomes that have the highest priority for your child during this year. <input type="checkbox"/> ELL: English Language Learner programming is in place. Your child's progress will be measured using the Department of Education ELL benchmarks.

Learning Behaviours	
Scale	C: Consistently – almost all or all of the time U: Usually – more than half of the time S: Sometimes – less than half of the time R: Rarely – almost never or never
Participation	The student participates actively in his/her learning, by contributing to class discussions/activities, reflecting on his/her learning, using and providing feedback for improvement.
Work Ethic	The student is self-directed, takes responsibility for his/her own behaviour, manages time to complete work; takes care of and organizes material effectively
Social Responsibility	The student displays social skills that contribute to making the learning environment and interactions positive, caring and safe.

Administrator Signature:

Courses	Reporting Period	% Grade	Participation	Work Ethic	Social Responsibility	Attendance	
						Late	Absent
Course Title: Teacher:	One						
	Two						
	Three						
	Four						
	Final						

Comments *(In this section your child's teacher will speak to his or her learning in relation to his or her: Strength/Areas for Improvement/Next Steps)*

Course Title: Teacher:	One						
	Two						
	Three						
	Four						
	Final						

Comments *(In this section your child's teacher will speak to his or her learning in relation to his or her: Strength/Areas for Improvement/Next Steps)*

Courses	Reporting Period	% Grade	Participation	Work Ethic	Social Responsibility	Attendance	
						Late	Absent
Course Title: Teacher:	One						
	Two						
	Three						
	Four						
	Final						

Comments *(In this section your child's teacher will speak to his or her learning in relation to his or her: Strength/Areas for Improvement/Next Steps)*

Course Title: Teacher:	One						
	Two						
	Three						
	Four						
	Final						

Comments *(In this section your child's teacher will speak to his or her learning in relation to his or her: Strength/Areas for Improvement/Next Steps)*

Course Title: Teacher:	One						
	Two						
	Three						
	Four						
	Final						

Comments *(In this section your child's teacher will speak to his or her learning in relation to his or her: Strength/Areas for Improvement/Next Steps)*

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ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS
Student Completion of Credit Requirements For Diploma

Diploma Requirements (Note: The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The Requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses. A School Division Counselor can support your child to find out these requirements.)	Credits Required For Graduation	Credits Enrolled This Year	Credits Earned This Report	Total Credits Earned to Date
100 Credits including the following:				
<ul style="list-style-type: none"> English Language Arts – 30 Level (ELA 30-1 or 30-2) 				
<ul style="list-style-type: none"> Social Studies – 30 Level (SS 30-1 or 30-2) 				
<ul style="list-style-type: none"> Mathematics – 20 Level (SC. 20, Sc. 24, Bio. 20, Chem. 20 or Physics 20) *1 				
<ul style="list-style-type: none"> Physical Education 10 (3 credits) 				
<ul style="list-style-type: none"> Career and Life Management (3 credits) 				
10 Credits In Any Combination From:				
<ul style="list-style-type: none"> Career and Technology Studies (CTS) courses 				
<ul style="list-style-type: none"> Fine Arts courses 				
<ul style="list-style-type: none"> Second Language courses *2 				
<ul style="list-style-type: none"> Physical Education 20 and/or 30 				
<ul style="list-style-type: none"> Knowledge and Employability courses 				
<ul style="list-style-type: none"> Registered Apprenticeship Program courses 				
<ul style="list-style-type: none"> Locally developed/acquired and authorized courses in CTS, fine arts, second languages or knowledge and Employability occupational courses *3 				
10 Credits in any 30-Level Course (In addition to a 30-Level English Language Arts and a 30-Level Social Studies course as specified above) *4				
These courses may include:				
<ul style="list-style-type: none"> 30-level locally developed/acquired and authorized courses 				
<ul style="list-style-type: none"> Advanced level (3000 series) in Career and Technology Studies courses 				
<ul style="list-style-type: none"> 30-level Work Experience courses *5 				
<ul style="list-style-type: none"> 30-level Knowledge and Employability courses 				
<ul style="list-style-type: none"> 30-level Registered Apprenticeship Program courses 				
<ul style="list-style-type: none"> 30-level Green Certificate Specialisation courses 				
<ul style="list-style-type: none"> Special Projects 30 				
Total				

Additional Courses Required For Student's Post-Secondary Goals:				

*1 - The science requirement-Science 20 or 24, Biology 20, Chemistry 20 or Physics 20 – may also be met with the 10 credit combination of Science 14 and Science 10.

*2 – Students may earn any number of credits in the study of second languages, but only to a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

*3- Integrated Occupational Program occupational courses may be used in place of Knowledge and Employability occupational courses to fulfill this requirement.

*4 – 30-English Language Arts or 30-Level Social Studies courses from a different course sequence may not be used to meet the 30-level course requirements.

*5 - Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.