



ITEM 4
Revised

To: Board of Education

From: Superintendent
Jan Unwin

Re: **ELEMENTARY REPORTING
ALTERNATE OPTION**

Date: April 10, 2013
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The District would like to offer teachers an alternative to the current reporting methods.

The Elementary Data Review and Reporting Committee which included teachers, administrators, and staff from SSS has been working for 2 years on an innovative reporting option for grades K-7.

The committee pursued and investigated ideas from across the globe and established a set of Reporting Principles based on this research.

A conferencing model that is student-inclusive is central to this reporting method.

The committee has established that conferencing involving students and their parents is an optional method of reporting student learning for grades K-7.

Reporting templates to document these formal reports have been added to this package.

The following components must be embedded in student inclusive conferences:

- Kindergarten:
 - Self-Regulation
 - Learning Dispositions
 - Five Areas of Development

➤ Primary:

- Self-Regulation
- Learning Dispositions
- Content Areas (Literacy, Numeracy, Physical Education, Aesthetic and Artistic Development and Social Responsibility)

➤ Intermediate:

- Literacy and Numeracy – Literacy and Numeracy assessments made by teachers are drawn from all content areas and learning activities including Social Studies, Science, HACE etc.)
- Five Competencies (Communication, Social Responsibility, Critical Thinking, Creative Thinking and Innovation and Personal Responsibility)
Focus on the big ideas not the minutiae.

RECOMMENDATION:

THAT the Board approve the conferencing model as a reporting option for elementary schools.

Attachments

KINDERGARTEN



COMMUNICATING STUDENT LEARNING

Term One ☐ Term Two ☐ Final Term ☐

School Name, Principal's Name
Street Address, Maple Ridge, BC V?? ??? Tel: 604-???-????

Student Name: _____ Grade: ____ Div.: ____ Teacher: _____ IEP ☐

This document describes the student's learning progress and is intended to inform parents about learning success and to guide improvement efforts when needed.

E = Emerging (student needs direct support) D = Developing (student needs minimal support) A = Applying (student works independently)				
Self-Regulation		E	D	A
Is calm, alert and ready to learn				
Listens to others and pays attention even when something is challenging				
Is able to struggle through the 'difficult parts' to learn something new				
Shares ideas and learns with others				
Shows feelings and emotions in appropriate ways				
Takes care of personal belongings				
Is helpful				
Is responsible for personal choices				
Can think of ways to 'figure things out'				
Is respectful of the people and materials in the school community				
(Teachers please scribe the student's answer during the conference.) The part of self-regulation that I am best at is: 				



COMMUNICATING STUDENT LEARNING
 Term One ☐ Term Two ☐ Final Term ☐

School Name, Principal's Name
Street Address, Maple Ridge, BC V?? ??? Tel: 604-???-????

Student Name: _____ **Grade:** ____ **Div.:** ____ **Teacher:** _____ **IEP** ☐

Learning Dispositions	Emerging	Developing	Applying
Approaches play thoughtfully			
Describes and reflects on play experiences			
Shows an interest in learning and makes connections to experiences			
Investigates ideas and asks questions			
Uses materials in imaginative and creative ways			

Kindergarten Areas of Development Kindergarten children learn with their whole bodies, their minds, and their hearts (BC Full-Day Kindergarten Program Guide)			
Aesthetic and Artistic Development Includes exploring and expressing ideas and feelings as well as using imagination and creativity through drama, music, dance and visual arts Comments:			
Emotional and Social Development and Development of Social Responsibility Includes areas such as sharing, cooperating, turn-taking, activities, getting along with others and confidence Comments:			
Physical Development and Well-Being Includes areas such as small and large muscle development and control, eye-hand coordination, balancing energetic and restful times, enjoying physical activity, taking safe risks, understanding personal space and nutrition Comments:			
Students meets expectations for Daily Physical Activity	<input type="checkbox"/>	Yes	<input type="checkbox"/> No
Intellectual Development Learning is integrated within the following big ideas: <ul style="list-style-type: none"> • Explores and investigates ideas • Understands and applies new concepts and skills across a variety of learning activities and real-life situations • Observes, wonders and communicates ideas about the world around them • Express ideas orally • Engages and interacts with printed materials 			
	Emerging With direct support	Developing With some support	Applying Works independently
Oral Language			
Reading and Viewing			
Writing and Representing			
Numeracy			
Comments:			



COMMUNICATING STUDENT LEARNING
Term One ☐ Term Two ☐ Final Term ☐

School Name, Principal's Name
Street Address, Maple Ridge, BC V?? ??? Tel: 604-???-????

Student Name: _____ **Grade:** ____ **Div.:** ____ **Teacher:** _____ **IEP** ☐

Teacher Comments: Areas to Celebrate and Areas to Work On
Next Steps
What next?
Parent support
Classroom and/or school support

Conference Date: _____

Time: _____

Attendance Information:

STUDENT'S SIGNATURE	PARENT'S SIGNATURE
TEACHER'S SIGNATURE	PRINCIPAL'S SIGNATURE

GRADES 1 - 3



Communicating Student Learning

☐ Term One ☐ Term Two ☐ Final Report

School Name, Principal's Name

Street Address, Maple Ridge, BC V?? ??? Tel: 604-???-????

Student Name: _____ Grade: _____ Div.: _____ Teacher: _____ IEP ☐

This report describes the student's learning progress based on provincial learning progress and is intended to inform parents about learning success and to guide improvement efforts when needed.

☹ = some of the time ☺ = most of the time	Student		Teacher		
E = Emerging (student needs direct support) D = Developing (student needs minimal support) A = Applying (student works independently)					
Self-Regulation	☹	☺	E	D	A
I am calm, alert and ready to learn					
I wait my turn before speaking					
I listen to others and pay attention even when it is hard					
I struggle through the 'hard parts' to learn something new					
I share my ideas and learn together with others					
I show my feelings and emotions in appropriate ways					
I work carefully and do my best					
I am responsible for my choices					
I am helpful					
I take care of my personal belongings					
I can think of ways to 'figure things out'					
I follow instructions and classroom routines					



Communicating Student Learning

☐ Term One ☐ Term Two ☐ Final Report

School Name, Principal's Name

Street Address, Maple Ridge, BC V?? ??? Tel: 604-???-????

Student Name: _____ Grade: _____ Div.: _____ Teacher: _____ IEP ☐

Learning Dispositions	Sometimes	Usually	Consistently
Plans ahead and implements ideas			
Describes and reflects on experiences			
Shows an interest in learning and makes connections to experiences			
Uses a variety of information and resources to solve problems, investigate ideas and answer questions			
Uses materials in imaginative and creative ways			

Content Areas			
Emerging: with direct support	Developing: with minimal support		Applying: works independently
Literacy (including learning in science and social studies)	Emerging	Developing	Applying
Reads at grade level for this time of year	Yes		Not Yet
Communicates ideas in writing			
Listens for a variety of purposes, asks for clarification when necessary and demonstrates comprehension			
Expresses ideas orally with growing clarity and detail			
Numeracy			
Explores and investigates math ideas			
Understands and applies new concepts, skills and strategies across a variety of learning activities and real-life situations			
Physical Education			
Participates actively			
Follows safety rules and demonstrates good sportsmanship			
Aesthetic & Artistic Development (including music, visual arts, dance and drama)			
Demonstrates growth and effort			
Social Responsibility			
Positively contributes to the classroom community			
Demonstrates respect			
Is a positive role model			
Makes healthy and safe choices			
Students meets expectations for Daily Physical Activity	Yes		No

**Communicating Student Learning**☐ Term One ☐ Term Two ☐ Final Report**School Name, Principal's Name****Street Address, Maple Ridge, BC V?? ??? Tel: 604-???-????**Student Name: _____ Grade: _____ Div.: _____ Teacher: _____ IEP ☐

Student/Teacher/Parent Conference Date: _____ Time: _____

Teacher Comments: Areas to Celebrate and Areas to Strengthen**Moving Forward**

What next?

Parent support:

Classroom and/or school support:

Attendance Information:

STUDENT'S SIGNATURE

PARENT'S SIGNATURE

TEACHER'S SIGNATURE

PRINCIPAL'S SIGNATURE

GRADES 4 - 7

INTERMEDIATE STUDENT PROGRESS REPORT

School Name, Principal's Name

Street Address, Maple Ridge, BC V?? ??? Tel: 604-???-????

☐ First Reporting Period ☐ Second Reporting Period ☐ Final Report

Student Name: _____ Grade: _____ Div.: _____ Teacher: _____ IEP ☐

This report describes the student's learning progress based on provincial learning expectations for each grade level.
It is intended to inform parents about learning success and to guide improvement efforts when needed.

COMPETENCIES

Rarely Sometimes Often Always

Communication

- Effectively communicates and shares ideas
- Engages respectfully in dialogue with others
- Contributes to lessons, activities and discussions
- Communicates in a variety of ways and settings

STUDENT ASSESSMENT

TEACHER ASSESSMENT

Social Responsibility

- Positively contributes to the classroom community
- Demonstrates respect of self and others
- Collaborative team member
- Positive role model, demonstrates leadership
- Makes healthy, safe and wise choices
- Cultivates strong relationships

STUDENT ASSESSMENT

TEACHER ASSESSMENT

Critical Thinking

- Demonstrates a sense of curiosity and interest
- Finds, uses and assesses a variety of sources
- Analyzes and evaluates facts, information, ideas and solutions
- Makes reasoned judgments and decisions to develop personal point of view
- Demonstrates effective use of tools for learning

STUDENT ASSESSMENT

TEACHER ASSESSMENT

Creative Thinking and Innovation

- Demonstrates flexibility and creativity
- Thinks beyond the obvious, innovates
- Uses knowledge and creativity to generate ideas and solve problems

STUDENT ASSESSMENT

TEACHER ASSESSMENT

Personal Responsibility

- Shows an enthusiasm for learning
- Completes tasks, assignments and class activities
- Strives to produce quality work
- Takes responsibility for attitude and actions
- Asks for help/guidance when needed
- Sets goals and works towards achieving them
- Manages emotions, behaviours and attention

STUDENT ASSESSMENT

TEACHER ASSESSMENT



INTERMEDIATE STUDENT PROGRESS REPORT

School Name, Principal's Name

Street Address, Maple Ridge, BC V?? ??? Tel: 604-???-????

☐ First Reporting Period ☐ Second Reporting Period ☐ Final Report

Student Name: _____ Grade: _____ Div.: _____ Teacher: _____ IEP ☐

LITERACY					
		Rarely	Sometimes	Often	Always
Comprehension	Finds details and information, understands a variety of materials				
Communication	Clearly communicates ideas for a variety of purposes (descriptive, informational, narrative, persuasive), edits and revises				
Style and Form	Organizes and structures ideas, uses effective vocabulary				
Attentiveness	Listens purposefully, asks for clarification, shows interest				
Interactions	Interacts with others, participates in discussions, expresses ideas and opinions				
Extension and Application	Summarizes, synthesizes, connects, infers, predicts				
Elements	Utilizes suitable grammar, punctuation and spelling				

NUMERACY					
		Rarely	Sometimes	Often	Always
Problem-Solving	Uses knowledge, gathers information, generates ideas, uses a variety of strategies, and analyzes results.				
Interpreting Data	Interprets and creates charts, graphs, pictures, text, etc. to represent numeracy-related information.				
Mathematical Understanding	Communicates understanding of numeracy concepts and number sense in a variety of ways.				
Applications	Finds connections and applies numeracy concepts across a variety of learning activities and in real-life situations.				



INTERMEDIATE STUDENT PROGRESS REPORT

School Name, Principal's Name

Street Address, Maple Ridge, BC V?? ??? Tel: 604-???-????

☐ First Reporting Period ☐ Second Reporting Period ☐ Final Report

Student Name: _____ Grade: _____ Div.: _____ Teacher: _____ IEP ☐

Fill out the following sections using input from the Student, Teacher and Parent(s)

Date of Conference: _____ Time of Conference: _____

Participants: _____

DISCUSSION NOTES

COLLABORATIVE GOALS AND NEXT STEPS

Student meets expectations for Daily Physical Activity

YES

NO

Attendance Information

Teacher Signature

Student Signature

Parent(s)/Guardian(s) Signature

Principal Signature