

Communicating Student Learning - Elementary Guidelines

November 2021

This memo highlights elementary reporting guidelines for both the Student Progress Template and FreshGrade. Please note that the guidelines outlined below are reflective of the guidelines outlined last year. The memo also includes links to resources and sample documents.

	Student Progress Template	FreshGrade
Reporting	<p>Teachers using the Student Progress Template communicate 5 times per year (4 Points of Progress throughout the year and 1 Summary of Learning at year-end) sharing with parents</p> <ul style="list-style-type: none"> • what the child can do • areas requiring further development, and • ways to support learning. 	<p>Teachers using FreshGrade communicate Points of Progress sharing with parents</p> <ul style="list-style-type: none"> • what the child can do • areas requiring further development, and • ways to support learning. <p>These Points of Progress are intended to be on-going throughout the year. At the end of the year teachers complete a Summary of Learning.</p>
Points of Progress	<ul style="list-style-type: none"> • There are a minimum of 2 written Points of Progress based on a collection of student work. Points of Progress include: <ul style="list-style-type: none"> ○ Authentic Evidence-clearly show student learning over time ○ Learning Standards- identify all of the learning standards reflected in the evidence shown ○ Proficiency Scale – identify a proficiency level (Emerging, Developing, Proficient or Extending) 	<ul style="list-style-type: none"> • Posts in digital portfolios that clearly communicate student progress in relation to the learning standards of the curriculum satisfy the requirements of a Point of Progress. Points of Progress include: <ul style="list-style-type: none"> ○ Authentic Evidence-clearly show student learning over time ○ Learning Standards- identify all of the learning standards reflected in the evidence shown ○ Proficiency Scale – identify a proficiency level (Emerging, Developing, Proficient or Extending)

	<ul style="list-style-type: none"> ○ Teacher Feedback – descriptive feedback from the teacher in relation to the learning standards • Additional forms of communication for Points of Progress can be found here. • Teachers ensure that parents are aware of their child’s progress in each area of learning. <ul style="list-style-type: none"> ○ ELA and Math are communicated formally 3 times. ○ All other areas are communicated at least once during the school year and then again on the final report (please see the exceptions regarding CE and ADST in the “Additional Information” section below). ○ Written and descriptive feedback on student engagement and behaviour must be communicated • To access various sample documents, go to Student Progress Template Documents 	<ul style="list-style-type: none"> ○ Teacher Feedback – descriptive feedback from the teacher in relation to the learning standards • Additional forms of communication for Points of Progress can be found here. • Teachers ensure that parents are aware of their child’s progress in each area of learning. <ul style="list-style-type: none"> ○ Ongoing communication of student progress in ELA and Math ○ All other areas of learning are communicated at least once during the school year and then again on the final report (please see the exceptions regarding CE and ADST in the “Additional Information” section below). ○ Written and descriptive feedback on student engagement and behaviour must be communicated • To supplement the information in the digital portfolio, teachers and schools may choose to use these Points of Progress forms as summaries of the child’s progress in each area of learning prior to the final, year-end report (a variety of forms are available – from generic to detailed).
Summary of Progress (Final Report on Student Learning)	<ul style="list-style-type: none"> • Reports are printed, and sent home with the following COVER SHEET. Translated versions are also available 	<ul style="list-style-type: none"> • Reports are printed and sent home as well as posted in the student’s digital portfolio. Teachers can use the “Summary Report”

	<ul style="list-style-type: none"> • A copy of the report is placed in the student file. 	<p>within FreshGrade, or this Summary of Reporting form.</p> <ul style="list-style-type: none"> • A copy of the report is placed in the student file.
Core Competencies	<ul style="list-style-type: none"> • The Ministry of Education requires a “student self-assessment on the core competencies” to be completed for the summative report. We know: <ul style="list-style-type: none"> ○ <i>this is best approached as a process that takes place over the course of the year; and</i> ○ <i>that it is important to actively engage students in ongoing reflection, goal setting, and building understanding of the core competencies.</i> <p>This video may be used as a quick guide to the self-assessment of core competencies: Self-Assessment of Core Competencies</p>	
Additional Information	<ul style="list-style-type: none"> • In Grades K–5, ADST and Career Education are only required to be reported on with written comments or proficiency scale language at the end of the school year. • In Grades 6–9, ADST and Career Education are required to be reported on with proficiency scale language and written comments, at least once prior to the final report. <p>If a student changes school part-way through the year, the STUDENT TRANSFER FORM may be used. A copy should be given to the family and a copy filed. It is only necessary to complete one version of the form (proficiency scale or letter grade).</p>	