Planning Tool for Communicating Student Learning Using Digital Portfolios
(The format suggested below is one possible way of monitoring and organizing communication of student learning.)

Digital Portfolios allow for a collection of student work to be gathered over time to provide a full profile of the learner and learning. Quality posts inside the digital portfolio communicate a student's ongoing progress in relation to the learning standards of the curriculum. When posts include the following, they satisfy the requirements of a *formal progress report*:

- **Authentic Evidence** - demonstrated in a variety of ways (conversations, observations, products), clearly illustrates student learning and progress over time
- **Learning Standards -** identify all of the learning standards reflected
- **Proficiency Scale** – identify the proficiency level that the student has demonstrated (Emerging, Developing, Proficient or Extending)
- **Teacher Feedback** – descriptive feedback from the teacher in relation to the learning standards (success criteria), identifying the student's strengths and next steps for improvement

Teachers using digital portfolios communicate formal progress reports with parents/caregivers using descriptive feedback, which is intended to be ongoing throughout the year. The descriptive feedback comes from multiple opportunities that students have had to demonstrate growth over time in all subject areas. For example, teachers communicate formally with parents and caregivers how a *series of posts* demonstrate how the student has progressed in relation to the learning standards of that subject area over time, using descriptive feedback and a proficiency indicator. Descriptive Feedback is strength based and includes:

- The student's progress, growth, and achievement
- Strengths: What the student is able to do

- Next Steps: Areas in which the student requires further attention or development
- Ways of supporting the student in their learning, including interventions

At the end of the year, teachers complete a Summary of Progress *(final report).*

In the following areas of learning, provide **ongoing communication** of student progress using **descriptive feedback** and the proficiency scale throughout the year and on the Summary of Progress (final report).

	Sept/Oct	Nov/Dec	Jan/Feb	March/April	May/June
Reading & Viewing (Comprehending & Connecting)					
Writing & Representing (Creating & Communicating)					
Oral Language (Speaking & Listening)					
Mathematics					

In the following areas of learning, formally communicate student progress using **descriptive feedback** and the proficiency scale **at least once** during the school year and on the Summary of Progress (final report).

	Sept/Oct/Nov/Dec	Jan/Feb/Mar/April	May/June
Social Studies			
Science			
Physical & Health Education			
Music			
French (grade 5-7 only)			
Visual Arts			
Drama			
ADST			

Additional Information	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.	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).
Core Competencies	The **Ministry of Education** requires a "student self-assessment on the core competencies" to be completed for the Summary of Progress. This is best approached as a process that takes place over the course of the year. To support students in developing their core competencies, we know that it is important to actively engage them in ongoing reflection, goal setting, and building understanding of the core competencies.	This video may be used as a quick guide to the self-assessment of core competencies: Self-Assessment of Core Competencies
Students with IEP	Information about student progress in relation to established individual goals. LST and/or IST will provide recommended wording for embedded IEP comments. *It is important to collaborate with LST/IST if they work directly with your student.* **List students here** _____	IEP comments can go in the Teacher Communication box, or in the Individual Learning box on the CSL Template. On FreshGrade, IEP goals should be dated June so they remain at the top and can be reviewed easily.
ELL Students	**ALL ELL students must have a comment**, regardless of whether they get direct LST support or not. LST and/or IST will provide recommended wording for embedded ELL comments including information about student progress in relation to established AIP goals. *It is important to collaborate with LST/IST if they work directly with your student.* If an ELL student is unable to demonstrate learning standards due to their language level, written comments should describe their progress in the acquisition of English language proficiency, and no mark is given. Provide Proficiency Scale indicator if the student can participate at a Developing Proficiency or higher. **List students here:**_____	ELL comments can go in the Teacher Communication box, Language Arts box, or in the Individual Learning box on the Student Progress Template. On FreshGrade, ELL goals should be dated June so they remain at the top and can be reviewed easily.
Summary of Progress (Final Report on Student Learning)	• Teachers ensure that parents are aware of their child's progress in relation to the learning standards of each area of learning using descriptive feedback and a proficiency scale indicator. • A teacher reflection commenting on student engagement, approach to learning, and/or personal and social responsibility is also included • Reports are printed and sent home as well as posted in the student's digital portfolio. Teachers can use the "Summary Report" within FreshGrade, or this Summary of Reporting Form. • A copy of the report is placed in the student file.	