**CSL Reporting Check List for Teachers**

**Point of Progress:** For the Student Progress Template, there should be a minimum of 4 Points of Progress (PP) per year. For digital portfolios, these Points of Progress are intended to be ongoing.

* ***All points of progress***include descriptive feedback and student progress in ELA and Math.
* ***At least once*,** progress in each area of learning in relation to the learning standards is communicated
* ***At least twice,***written and descriptive feedback (paper or digital) personal and social development must be communicated (it can be embedded within a Point of Progress or done separately)
* ***At least once,*** student selected evidence of and reflection on Core Competency development must be included in a Point of Progress
* ***Career Education and ADST:***

**Summary of Progress:** Completed at the end of year/semester or when the student leaves the class

* Progress in each area of learning in relation to the learning standards is communicated with descriptive feedback
* Written and descriptive feedback on student personal and social development
* Student selected evidence of and reflection on the three Core Competencies

**Point of Progress Criteria:**

v ***Triangulation of evidence of learning***: e.g. artifacts, conversations, and observations that clearly show what the student *knows, can do,* and *understands* as wellas *growth over time*

v ***Learning* Standards:** identify all of the learning standards reflected in the evidence

v ***Proficiency Scale***: Emerging, Developing, Proficient or Extending

v ***Teacher Feedback***: descriptive feedback from teacher (e.g. verbal, written, rubric etc.) that is connected to criteria and clearly highlights the student’s strengths and next steps for growth and improvement

o ***Student Core Competency Reflection –*** student selected evidence of/reflection on development (once)

o ***Student Learning Reflection*** – reflection on progress in relation to the learning standards- (e.g written, video, audio, etc) - Optional

\*The Chart on the following page may be helpful to keep track of the dates and formats of each Point of Progress

**School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_\_\_**

**Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_**

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| **Point of Progress Criteria:**  Format: EP – E Portfolio; CONF. – parent conference; WR – Written Report; Other |
| v ***Triangulation of evidence of learning*** (e.g. artifacts, conversations, and observations) that clearly show what the student *knows, can do,* and *understands* as wellas *growth over time*  v ***Learning Standards-*** identify all of the learning standards reflected in the evidence shown  v ***Proficiency Scale*** – identify a proficiency level (Emerging, Developing, Proficient or Extending)  v ***Teacher Feedback*** – descriptive feedback from teacher connect to criteria in relation to the learning standards  o ***Student Core Competency Reflection –*** student selected evidence of/reflection on development (x1)  o ***Student Learning Standard Reflection*** – reflection on progress (optional) |

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| **Point of Progress 1**  **Date:**  **Format:** | **Point of Progress 2**  **Date:**  **Format:** | **Point of Progress 3**  **Date:**  **Format:** | **Point of Progress 4**  **Date:**  **Format:** | **Summary of Progress 5**  **(All Areas)**  **End of Year/Term** |
| LA  o Read/Write  o Listen/Speak | LA  o Read/Write  o Listen/Speak | LA  o Read/Write  o Listen/Speak | LA  o Read/Write  o Listen/Speak | LA  o Read/Write  o Listen/Speak |
| Math | Math | Math | Math | Math |
| Science | Science | Science | Science | Science |
| SS | SS | SS | SS | SS |
| Fine Arts | Fine Arts | Fine Arts | Fine Arts | Fine Arts |
| ADST | ADST | ADST | ADST | ADST |
| Physical and Health | Physical and Health | Physical and Health | Physical and Health | Physical and Health |
| Career Ed. | Career Ed. | Career Ed. | Career Ed. | Career Ed. |
| French (5-7) | French (5-7) | French (5-7) | French (5-7) | French (5-7) |
| Core Competency Reflection | Core Competency Reflection | Core Competency Reflection | Core Competency Reflection | Core Competency Reflection |