

Communicating Student Learning: Reporting Guidelines Tool

Name: _____ Division: _____

Descriptive Feedback is required in most areas. It is strength based and includes:

- The child’s progress, growth and achievement
- What the student is able to do
- Areas in which the student requires further attention or development
- Ways of supporting the student in his or her learning

Areas of Learning	Term 1	Term 2	Term 3 Summative
	Required areas are shaded. You can place a tick mark in these boxes to help you keep track.		
Core Competencies Ongoing Interactions with peers, their ability to be personally aware and responsible, and contributions to the classroom, school and community (AKA: SEL)			
Information on the development of communication, thinking, and personal and social competencies as expressed through the curricular competencies.			
Student goal setting and self-assessment of learning (this could be done through interim reporting as well)			
Student self-assessment of the Core Competencies, completed with the support and guidance of the teacher when needed or appropriate.	Must occur once per year in third term but can occur during other terms.		
Language Arts <i>Descriptive feedback</i> each term with proficiency scale if PS is appropriate (can separate or combine Reading and Writing on Student Progress Template)			
Mathematics <i>Descriptive feedback</i> each term with proficiency scale if PS is appropriate			
ADST <u>K-5</u> Term 3 (written comment and/or proficiency scale) <u>6-7</u> : performance scale and written comments where deemed appropriate, in each term.	K-5		
	6-7		
Physical and Health Education: Description of student progress using performance scale and/or descriptive feedback	Check one or both terms		

<p>Arts Education: Description of student progress using performance scale and/or descriptive feedback</p>	<p>Check one or both terms</p>	
<p>Science Description of student progress using performance scale and/or descriptive feedback</p>	<p>Check one or both terms</p>	
<p>Social Studies Description of student progress using performance scale and/or descriptive feedback</p>	<p>Check one or both terms</p>	
<p>Career Education <u>K-5</u> Term 3 (written comment and/or proficiency scale) <u>6-7</u>: performance scale and written comments where deemed appropriate, in each term</p>	<p>K-5</p>	
<p>French (Gr. 5 - 7 only) Description of student progress using performance scale and/or descriptive feedback</p>	<p>Check one or both terms</p>	
<p>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. <i>It is important to collaborate with LST/IST if they work directly with your student.</i> <u>List students here:</u></p>	<p>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.</p>	
<p>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. Information about student progress in relation to established AIP goals. <i>It is important to collaborate with LST/IST if they work directly with your student.</i> If an ELL student is unable to follow 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 if the student can participate at a Developing Proficiency or higher. <u>List your students here:</u></p>	<p>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.</p>	

Written communications suggestions:

- Use straightforward language and avoid the use of educational terminology
- Provide information about the child's contributions and relationships with others
- Outline how the child approaches the learning process
- Ensure that parents have timely information about any area of concern
- Provide information about specific interventions and additional supports the child is receiving
 - If you are unsure if any of your students should be noted as being on an **adapted program**, please confirm and collaborate with LST and/or IST. IF the adaptations are significant, it should be noted as an adapted program (and they will likely have an IEP or Learning Plan documenting the adaptations)
- Ensure that the report focuses on the child's growth, performance, and achievement levels (the final report should clearly indicate where the child is in relation to age/grade expectations)
- Describe further ways in which the child's learning will be supported by the teacher and how the parents might help

FreshGrade Suggestions:

- The table above can be used as a tool to ensure you are on track with *ongoing*, descriptive examples of student progress in each of the areas of learning as set out in the curriculum, with more frequent communication in the foundational curricular areas of Language Arts and Math. One strategy might be to tally how many posts per term there are in the above noted areas, or you may have your own tracking system of ensuring you have adequately communicated student learning in each of the areas.
- Please see "Communicating Student Learning With FreshGrade" suggestions for the five key components of a post.
- The final summative report at the end of the school year, *or if a child moves*, will include **performance scales** and **descriptive feedback**. This report will summarize the child's achievement in all prescribed areas of learning outlined in the curriculum and will also clearly indicate where the child's learning is in relation to age/grade expectations.
- *NOTE: if a child moves mid-year, you must complete a Student Transfer Form indicating where that student is at in all areas of learning – see Steve or Jen for this.*

All information above has been sourced from:

<https://www.surreyschools.ca/csl/Pages/resources.aspx>

Cover Letters for both FG and the Progress Template are available, with space for an Attendance Label and Parent Feedback. These will be posted online in our Staff Handbook.