



CRPS Reporting  
2018-19

**Four Common Reporting periods**

- Each reporting period will provide information in relation to
  - Learning outcomes
  - Learner attributes
- The four reporting periods consist of:
  - Two face to face meetings with parents/guardians and students (November and March)
  - Two written progress reports (January and June)

**November - Face to Face Progress Reporting Conference (November 14, 15 and 16 2018)**

**Expectations**

1. Update parents/guardians on the progress of the child to date
  - a. Kindergarten to grade 6 teachers will use the Student Self Assessment and the Goal Setting and Progress Report for this meeting
  - b. Teachers in grades 7-8 will use the Learner Attribute Self Assessment and the Progress and Goal Development Form. In instances where a student has multiple teachers, the teacher can decide as a team who will take responsibility for completing these forms with the student and parents.
  - c. Teachers in grades 9 - 12 may make use of the Progress and Goal Development form in their meetings with students and parents.
2. Outline the student strengths based on evidence gathered to date
3. Outline student needs based on evidence gathered to date
4. Set goals with the student – both in areas of academics and learner attributes
5. Follow up with any parent/guardian who does not attend October meeting

**January –Written Report**

**Expectations**

1. Use common report card to report to parents/guardians on learner outcomes and progress to date
2. Use common report card to report to parents/guardians on learner attributes displayed to date
3. The comment section on report card should include a reference to the progress the student has made towards achieving the goal(s) set during the October meeting.
4. Area(s) of need requiring support and how that will be addressed (teacher, parent, student responsibilities)

### **March – Face to Face Progress Reporting Conference (March 20, 21 and 22 2019)**

#### **Expectations**

1. Use evidence gathered to date including work samples to update student and parent/guardians on the student progress in both
  - i. Academic progress
  - ii. Learner attributes
2. Discuss with parent/guardian and student the areas of focus for the remainder of the school year. Student should be engaged as an active member of the conference
3. Forms to be used:
  - a. Kindergarten teachers should use the March Self Assessment and the Progress and Goal Development Form.
  - b. Teachers with Grades 1 and 8 should use the appropriate Learner Attribute Self Assessment Form and the Progress and Goal Development Form. In instances where a student has multiple teachers, the teachers can decide as a team who will take responsibility for completing these forms with the student and parents.
  - c. Teachers with grades 9 - 12 may use the Progress and Goal Development form in their meetings with students and parents.

### **June – Written Report**

#### **Expectations**

1. Final report to parents/guardians indicating student progress throughout the year in all areas
2. Comment section should include information in reference to:
  - a. success in relation to goals/areas of focus
  - b. recommendations for areas to follow up on over the summer months
3. Where appropriate, student self assessment forms can be used to gather information to include in the comment and learner attribute sections of the report card.

### **Additional Guidelines agreed upon May 7, 2008**

Premise: Assessment practices are supportive of student success.

(From: *Transforming Barriers to Assessment for Learning* by (Anne) Davies, Herbst-Luedke and Reynolds.

### **Guideline # 1**

- reflective of a student's most consistent, more recent pattern of performance in relation to agreed-upon standards, criteria and pre-determined levels of quality with relation to weighting and final mark versus averaging
- given for the full range of educational standards or outcomes

### **Guideline # 2**

- based upon a wide array of evidence selected because of its alignment with outcomes and standards identified for that reporting period
- reflect informed teacher professional judgment of the level of quality of student work in relation to the standards or outcomes

### **Guideline # 3**

- do NOT reflect data related to factors such as effort, attitude, attendance and punctuality
- this data needs to be assessed outside of the mark and shared with the student and the parents

### **Guideline # 4**

- summative evaluation takes place after students have time and opportunity to learn
- students understand expectations and acceptable evidence
- students are involved in co-constructing criteria and have opportunity and time to learn

### **Guideline # 5**

- derived from evidence present, not absent (thus devoid of practices such as assigning zeroes, grading on a curve, averaging, penalty deductions)

### **Guideline # 6**

- validated by and anchored in collaborative conversation and analysis of student work against agreed-upon criteria by teachers, across grade levels and subjects, to ensure consistency and fairness in judgment
- quality assurance and control processes ensure consistency of interpretation

### **Successful Reporting Practices are Comprehensive:**

- Students collect and prepare evidence of learning

- Students reflect and self-assess
- Students show or demonstrate their learning
- Parents respond. Teachers respond. Goals are set and plans for support made.
- Teachers finalize their professional judgment and report in required manner (e.g. %, letter grade, 4-3-2-1)

### **Student-Parent Conferences with Audience Response (Feedback)**

From: *Together is Better* and *Conferencing and Reporting* (Connections Publishing)

- Evidence-focused. Students and teachers prepare with audience (parents) in mind.
- Evidence is collected. Reflections and self-assessments made. Selection finalized.
- Student summarizes – strengths, areas of need, goals
- Teacher reflects – strengths, areas of need, goals
- Parents invited to review some of the evidence and reflect – strengths, areas of need, goals
- Students invite parents. Students, parents and teachers involved. Student takes the lead. Teacher hosts part of the conference. Parents ready and able to be involved. May be conference table with evidence, learning centres with evidence or station-focused with evidence. (Evidence is directly related to the report card.)