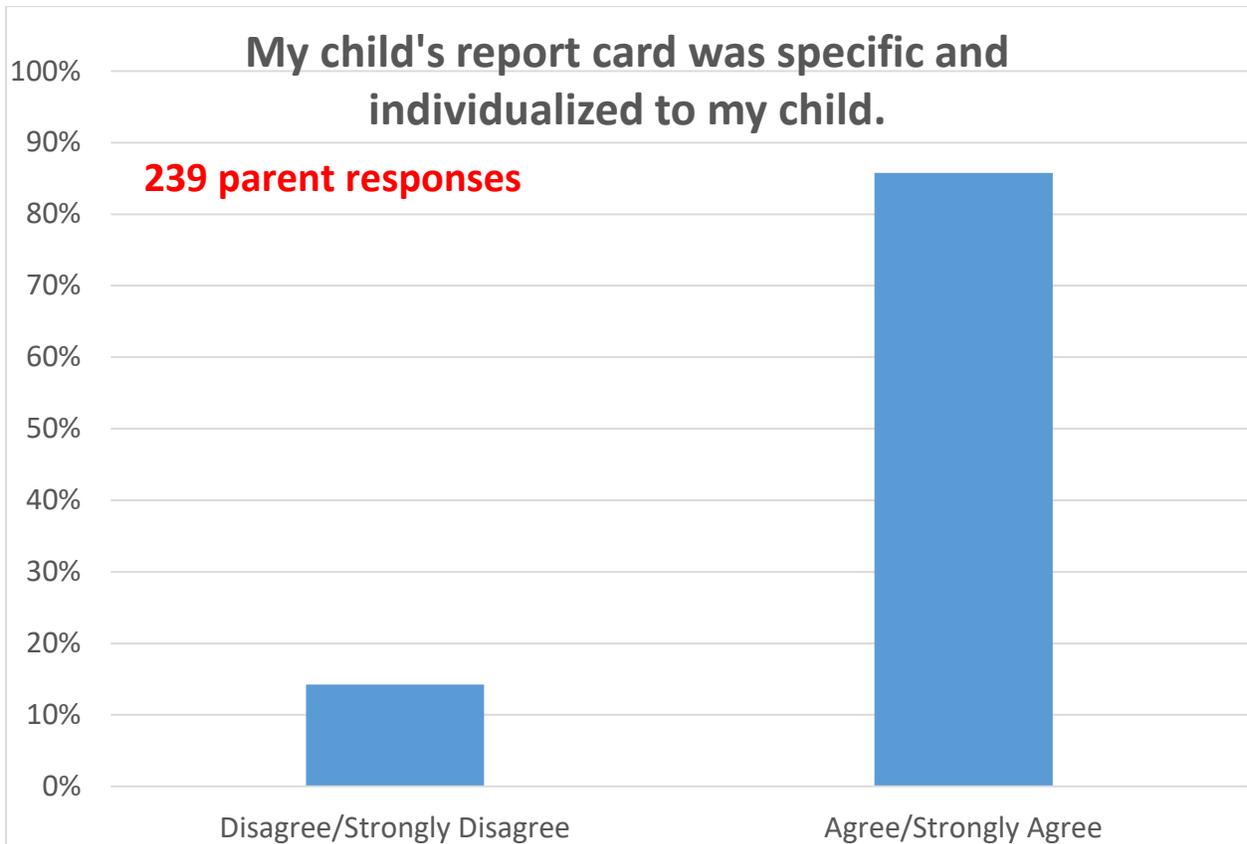
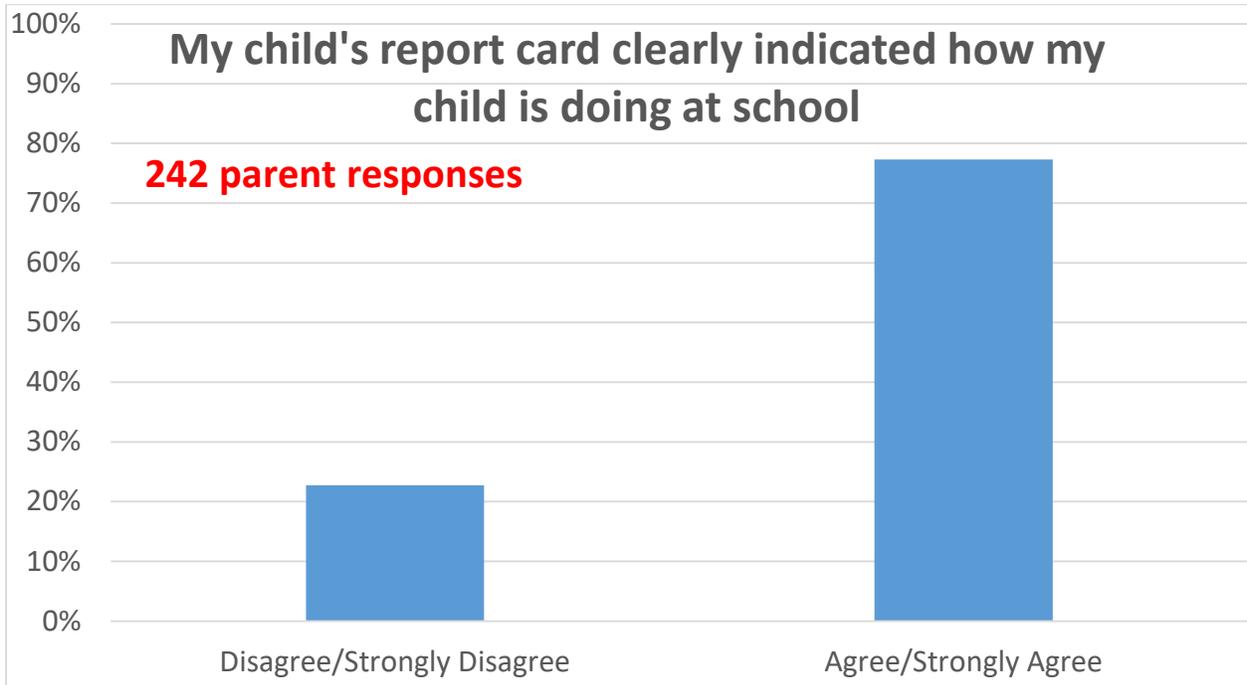
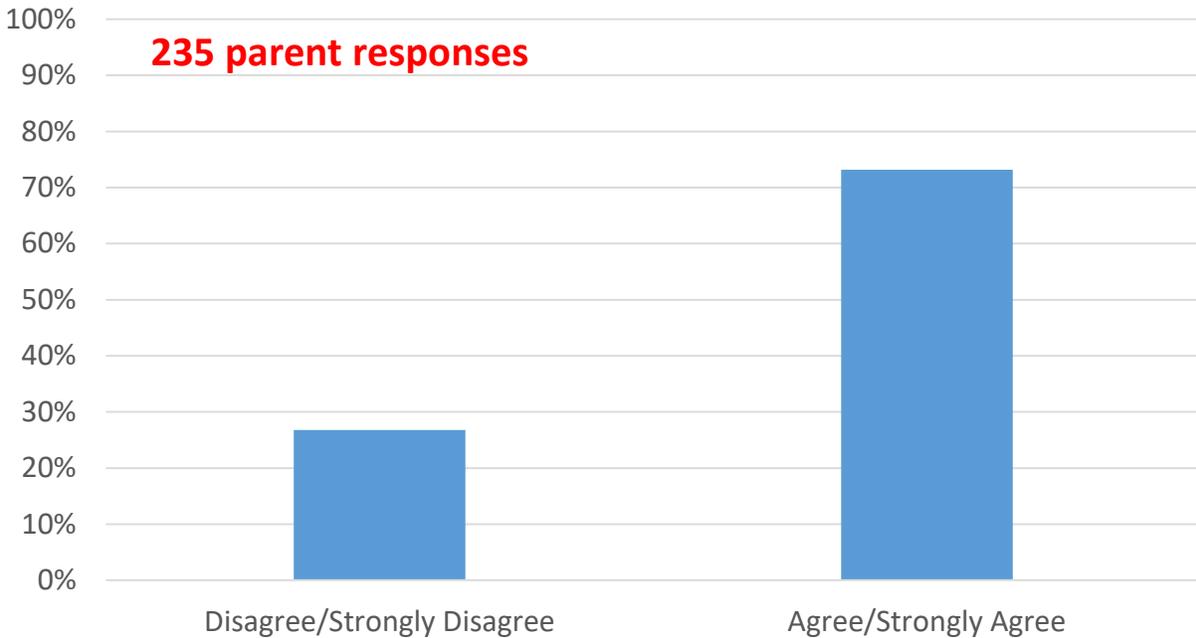


Appendix A

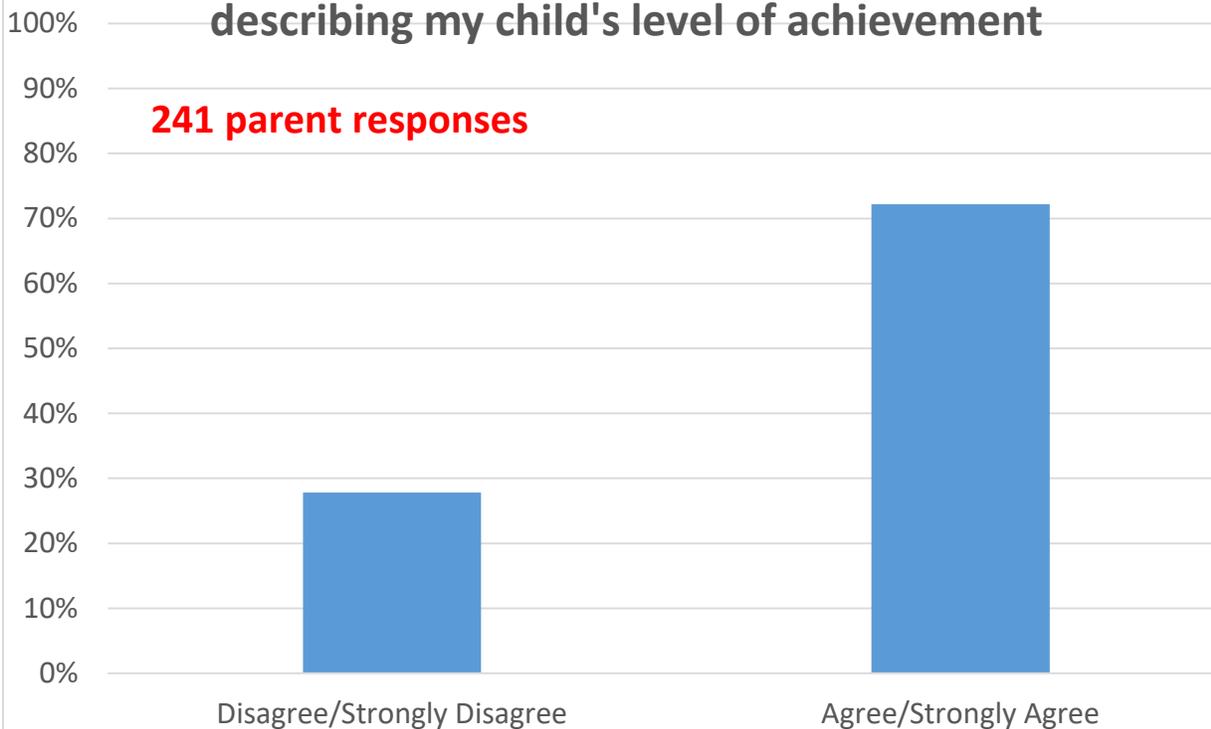
New Written Report Card Feedback -244 Parent Surveys



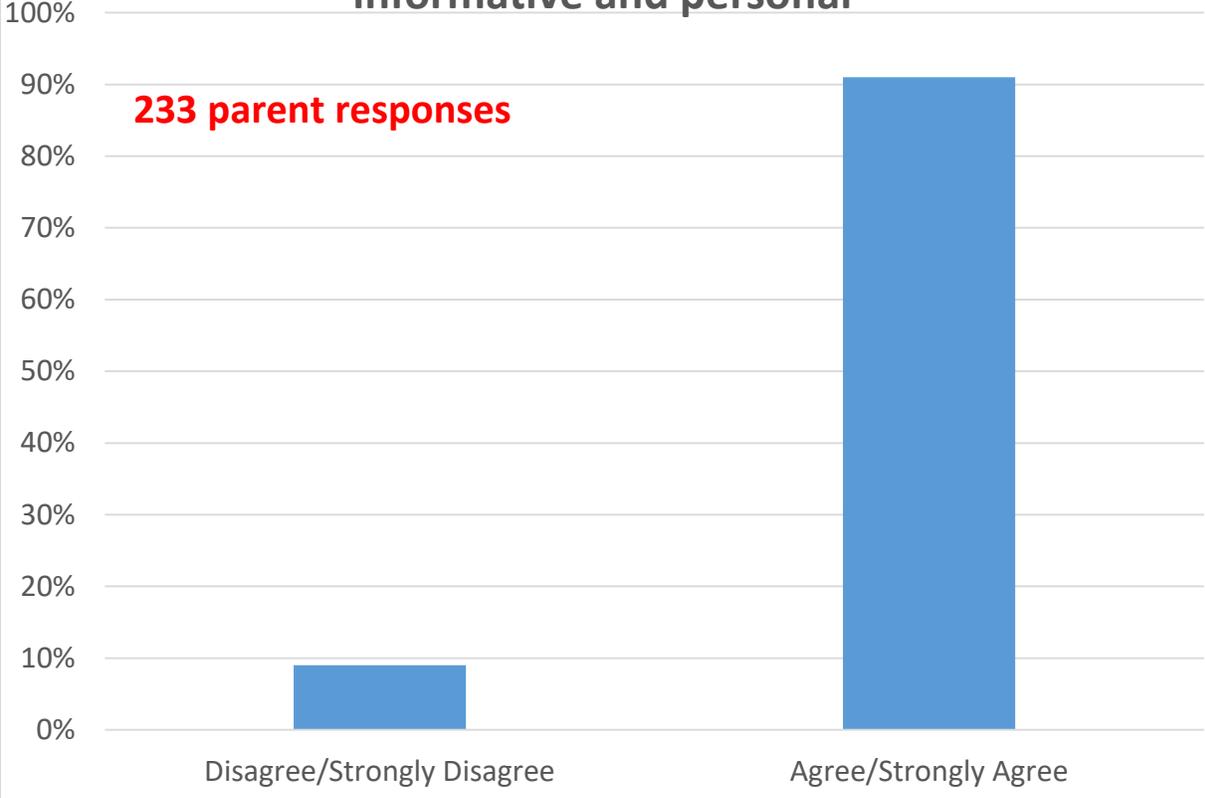
I would like to see this report card or a similar improved version be continued for next year and beyond



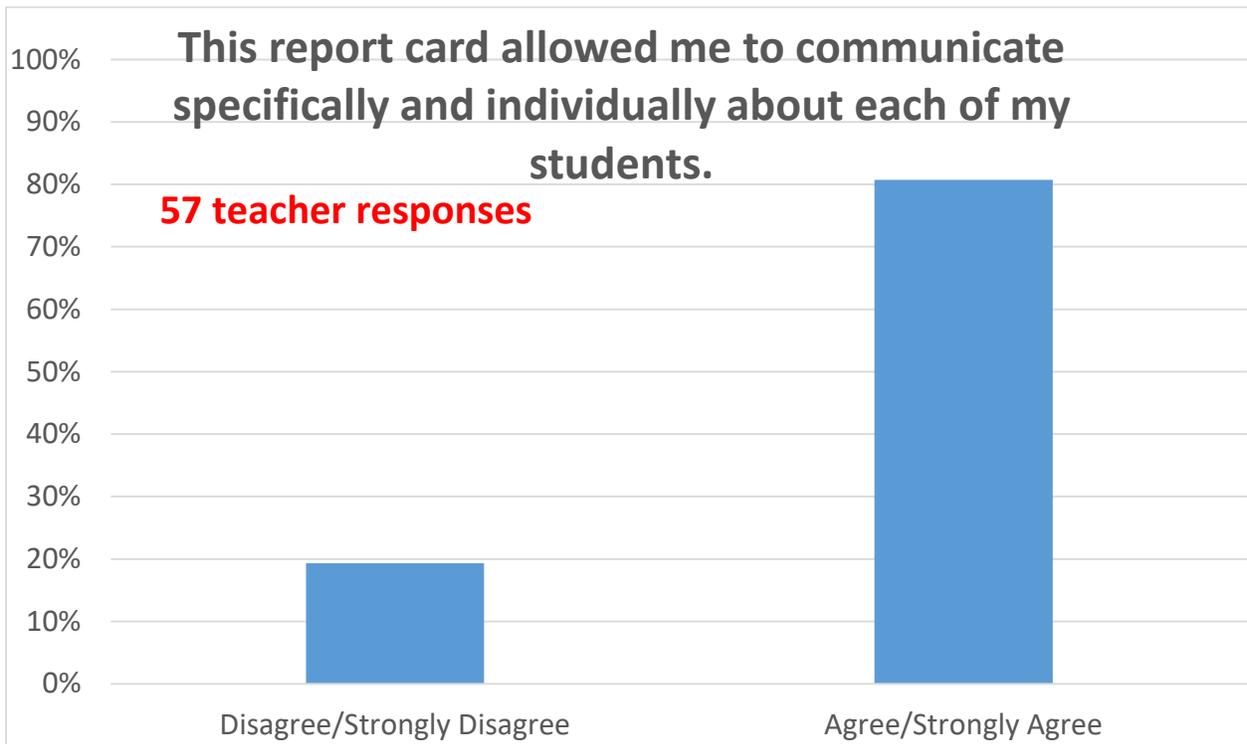
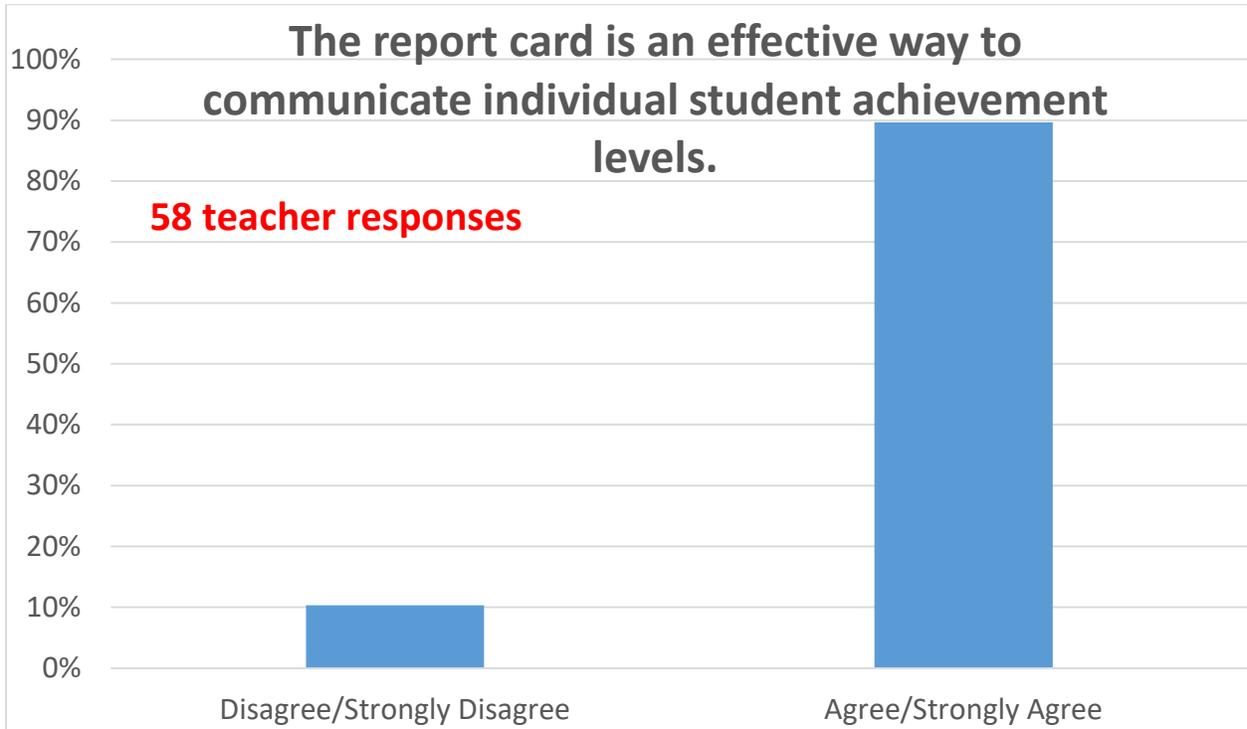
The achievement levels language was clear in describing my child's level of achievement



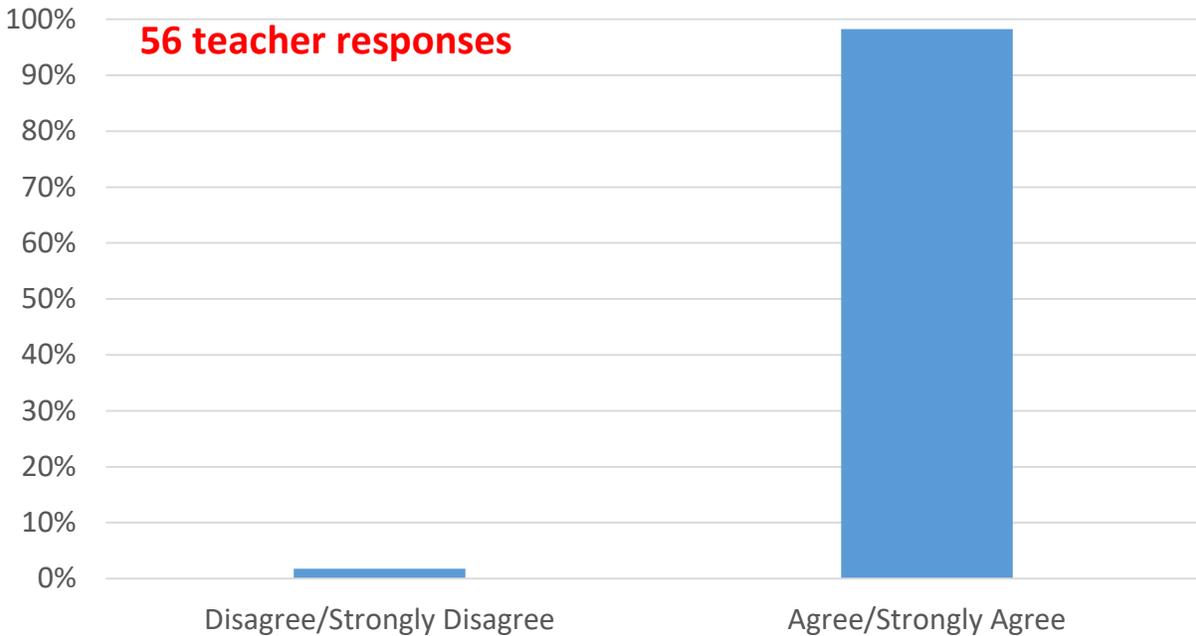
The overall comments about my child were informative and personal



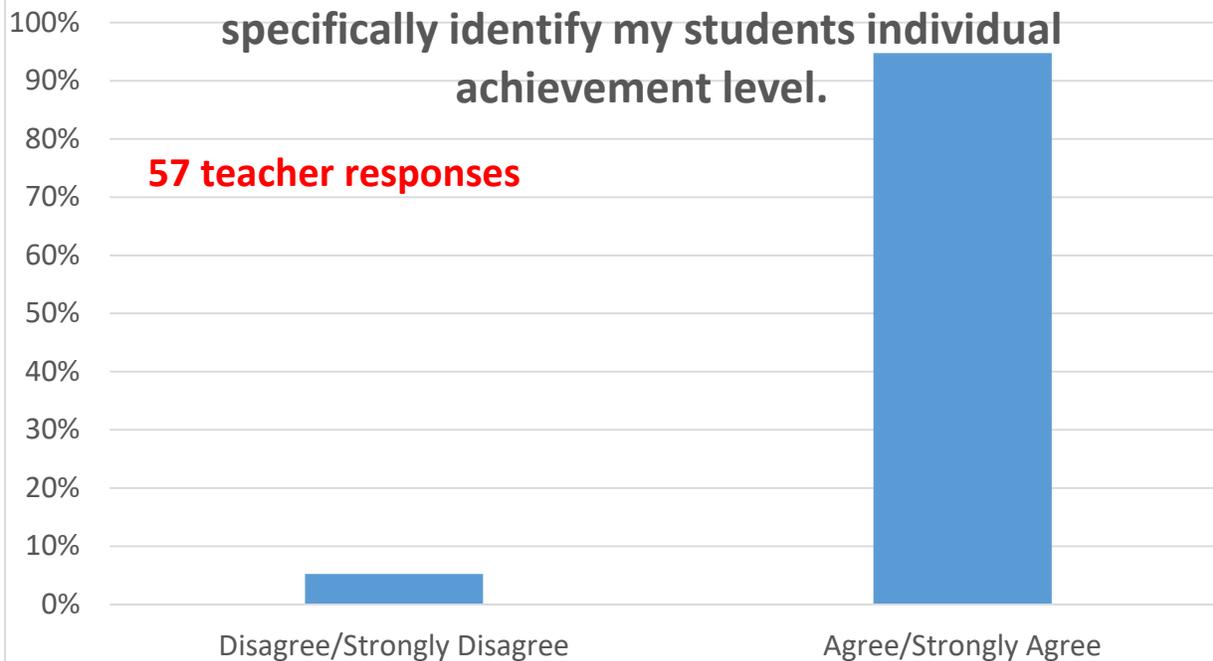
Appendix B New Written Report Card Feedback -59 Teacher Surveys



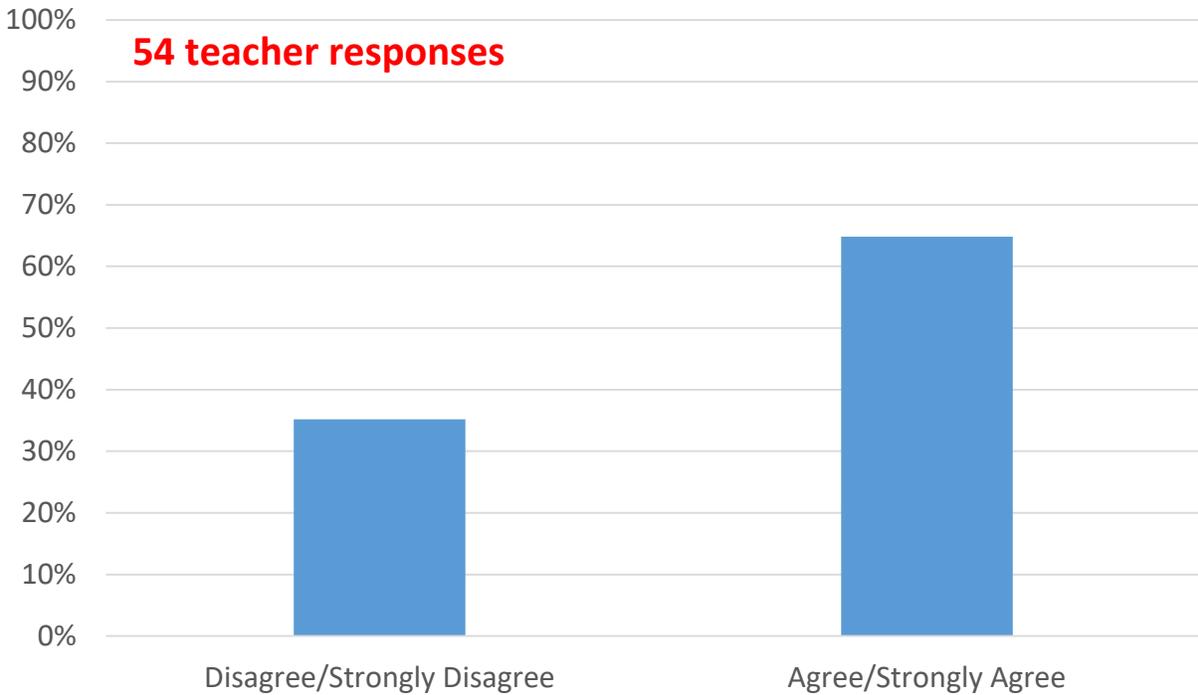
This report card or an improved similar version is what we should continue for next year and beyond



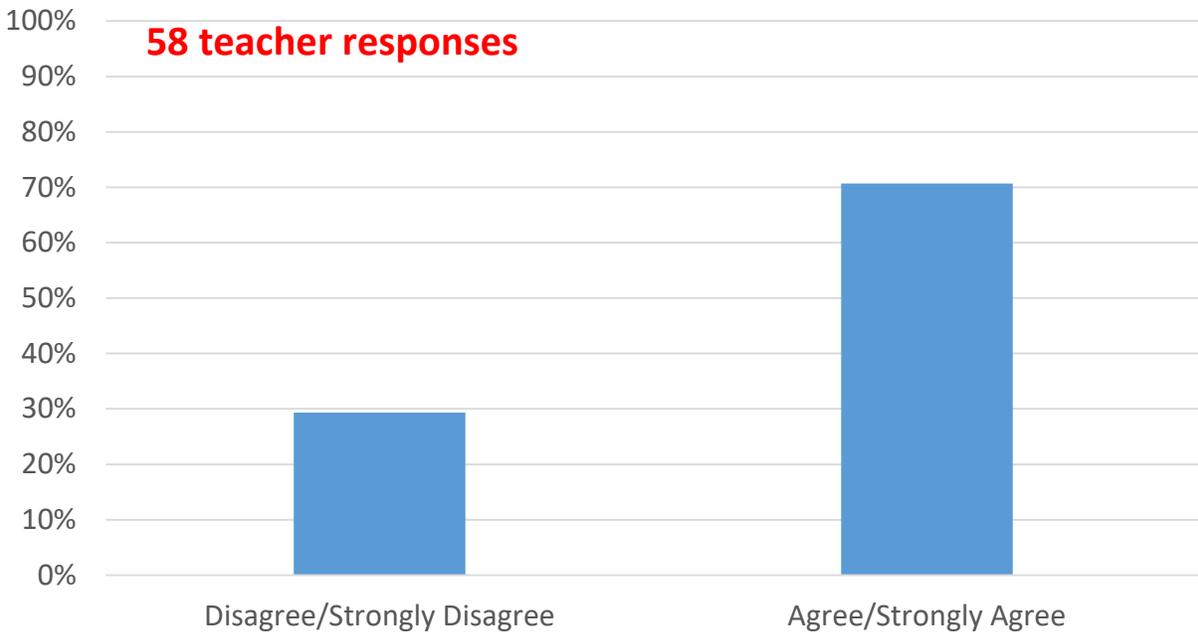
The sliding scale for each subject allowed me to specifically identify my students individual achievement level.



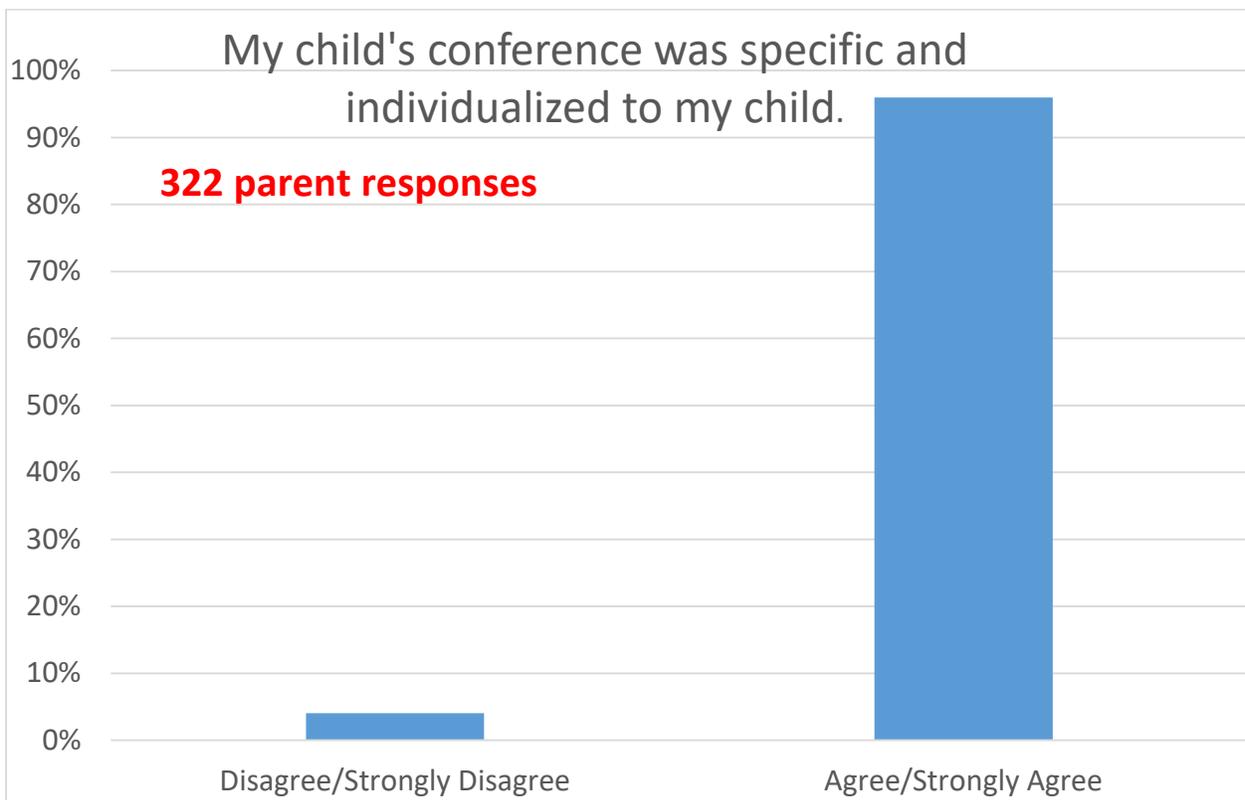
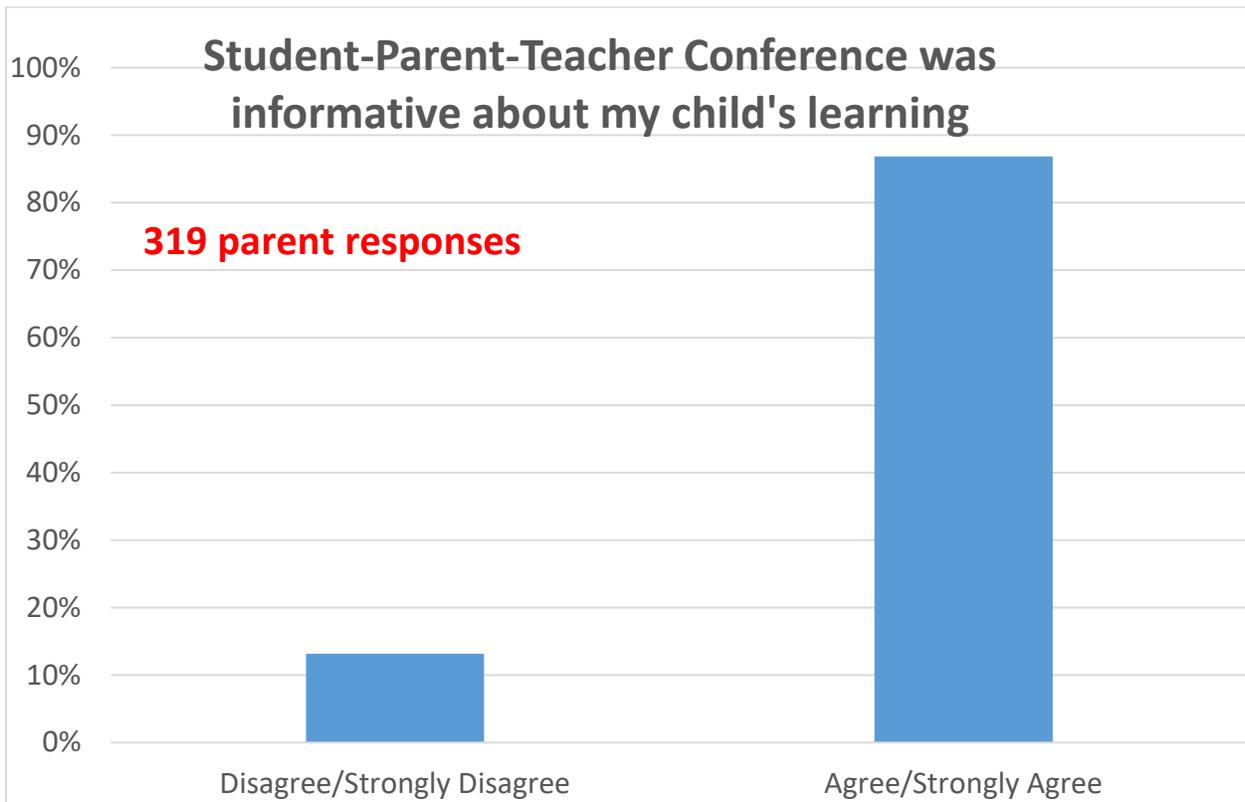
This report card took less time than previous District report cards



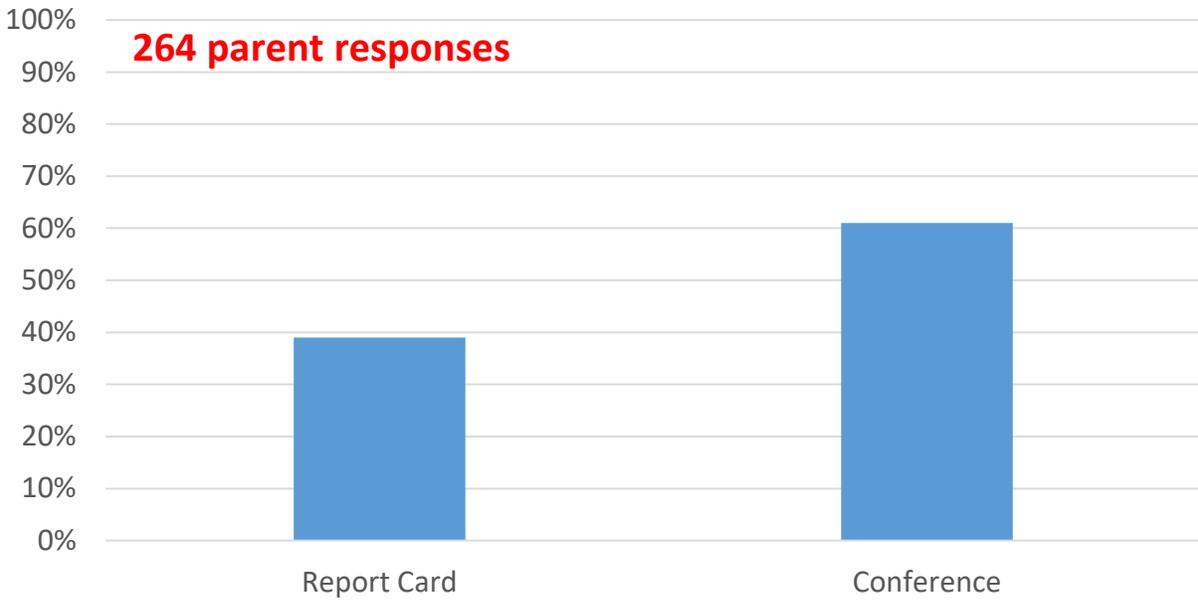
I received enough support to be able to 'use' this new report card.



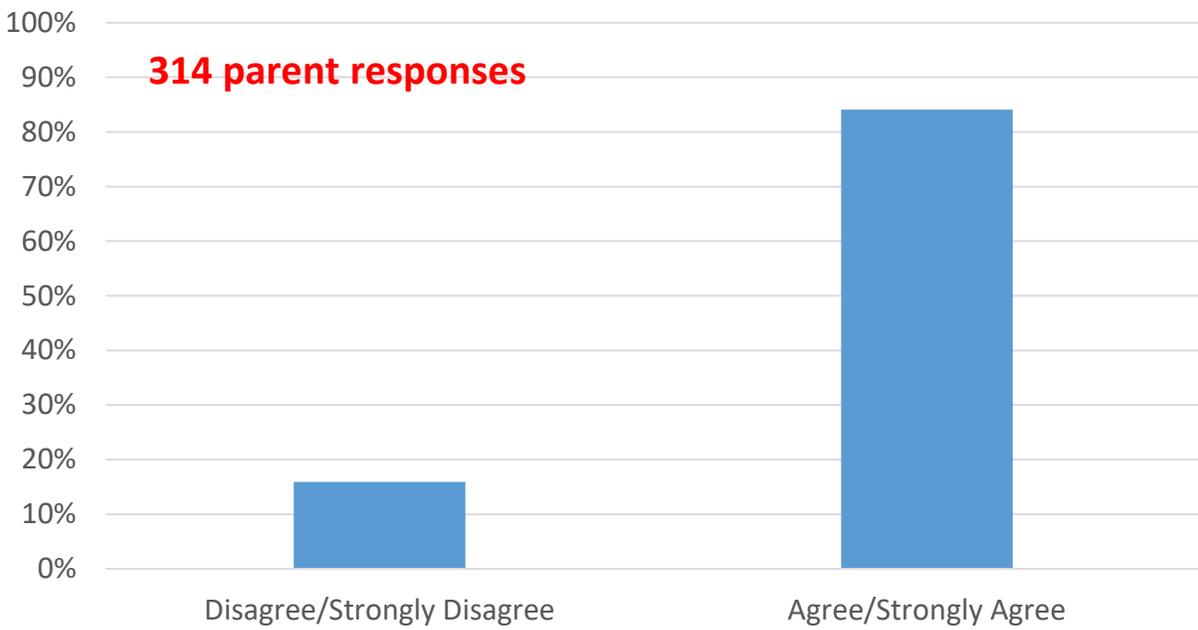
Appendix C Student-Parent-Teacher Conference Feedback – 326 Parent Surveys



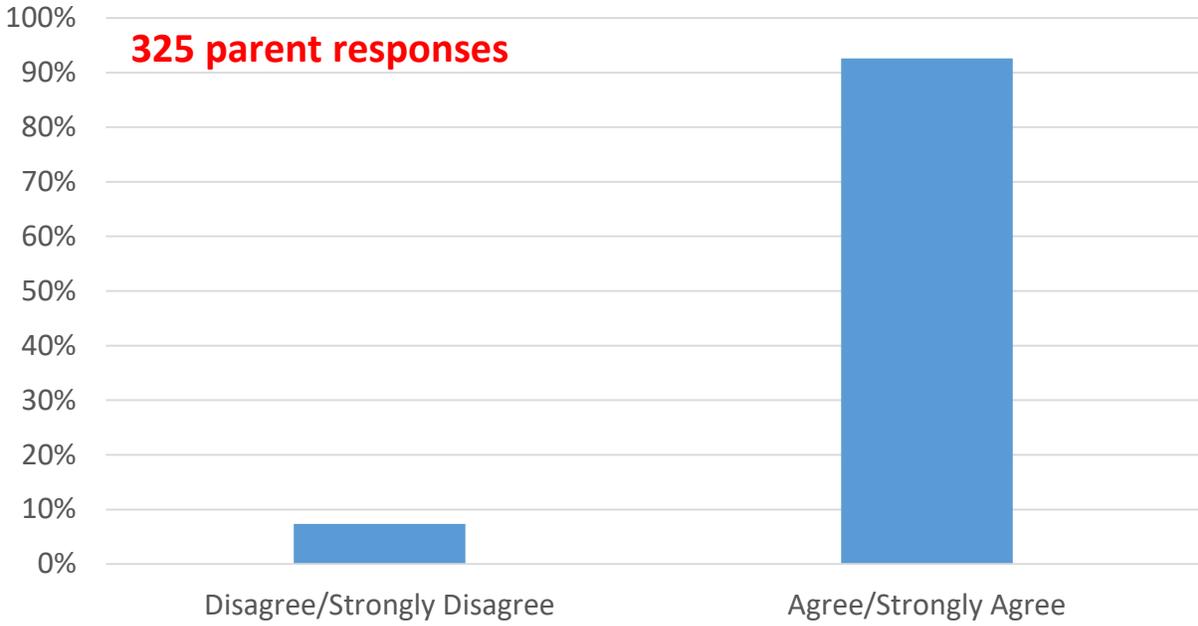
Would you prefer a written report card or a student-parent-teacher conference



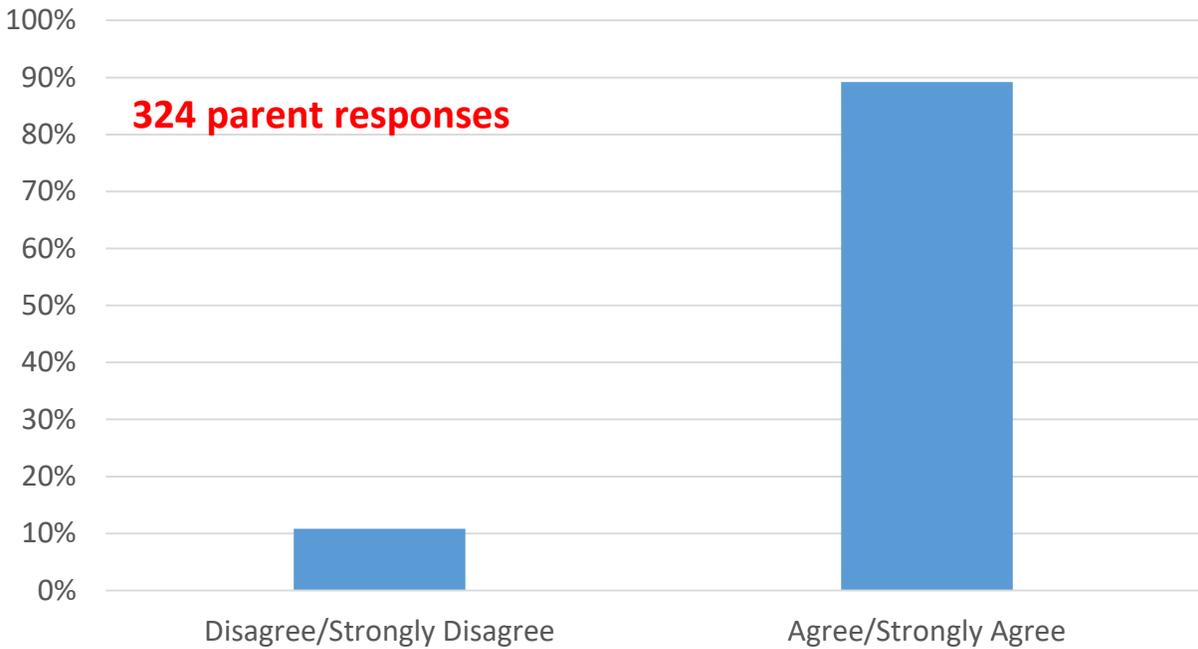
I would like to see this conference continued for next year and beyond



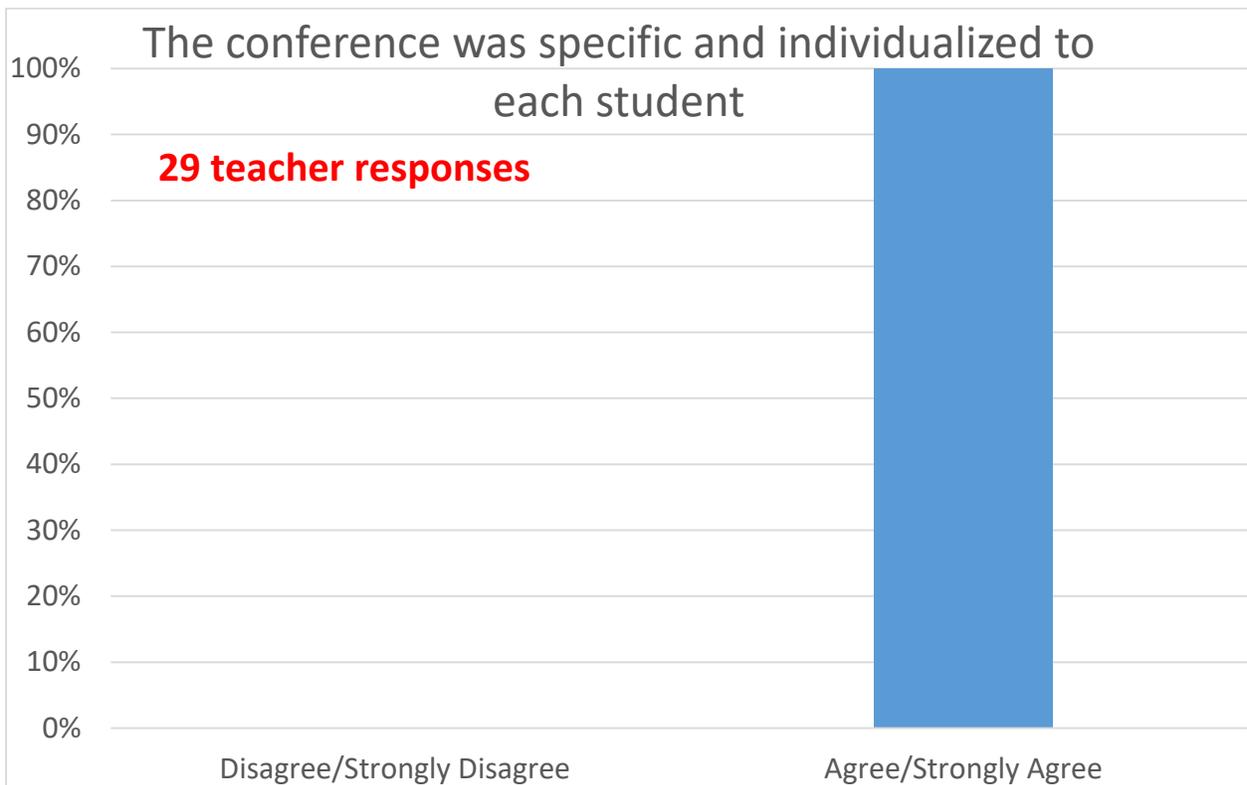
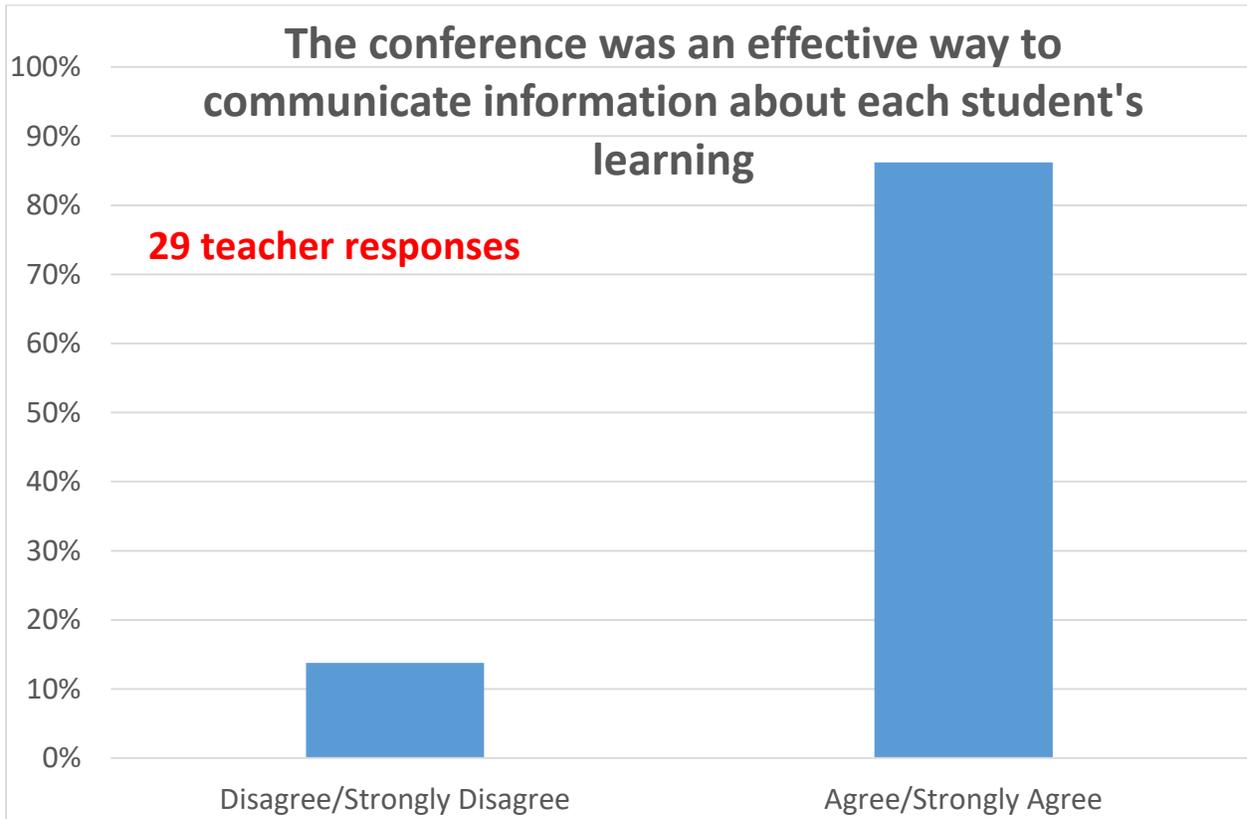
I received timely information from the school about the conference



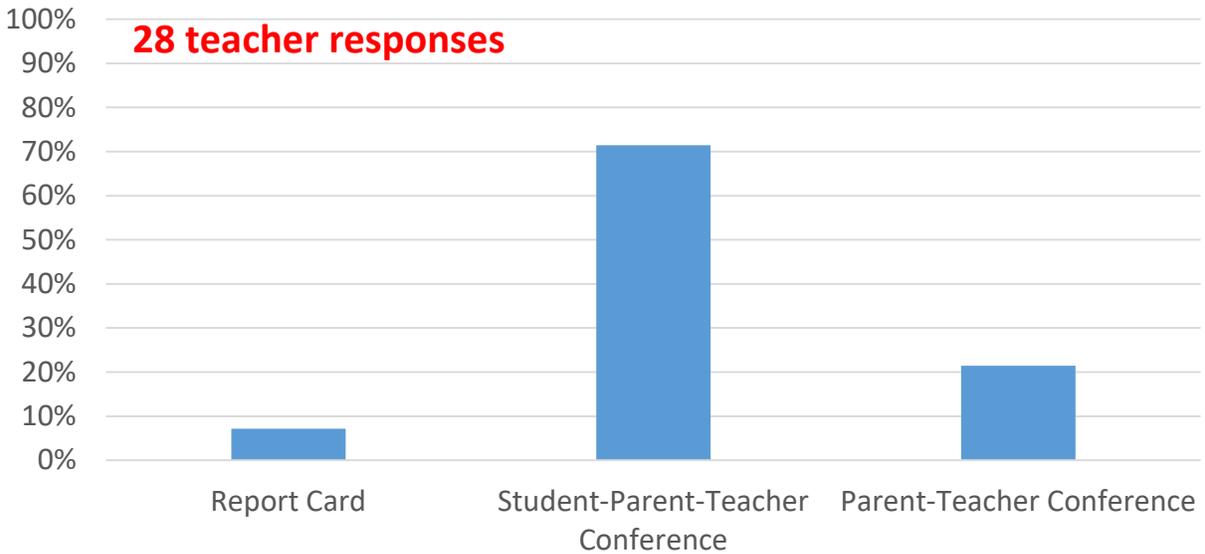
I received timely information about the date and time of early dismissal for conferences



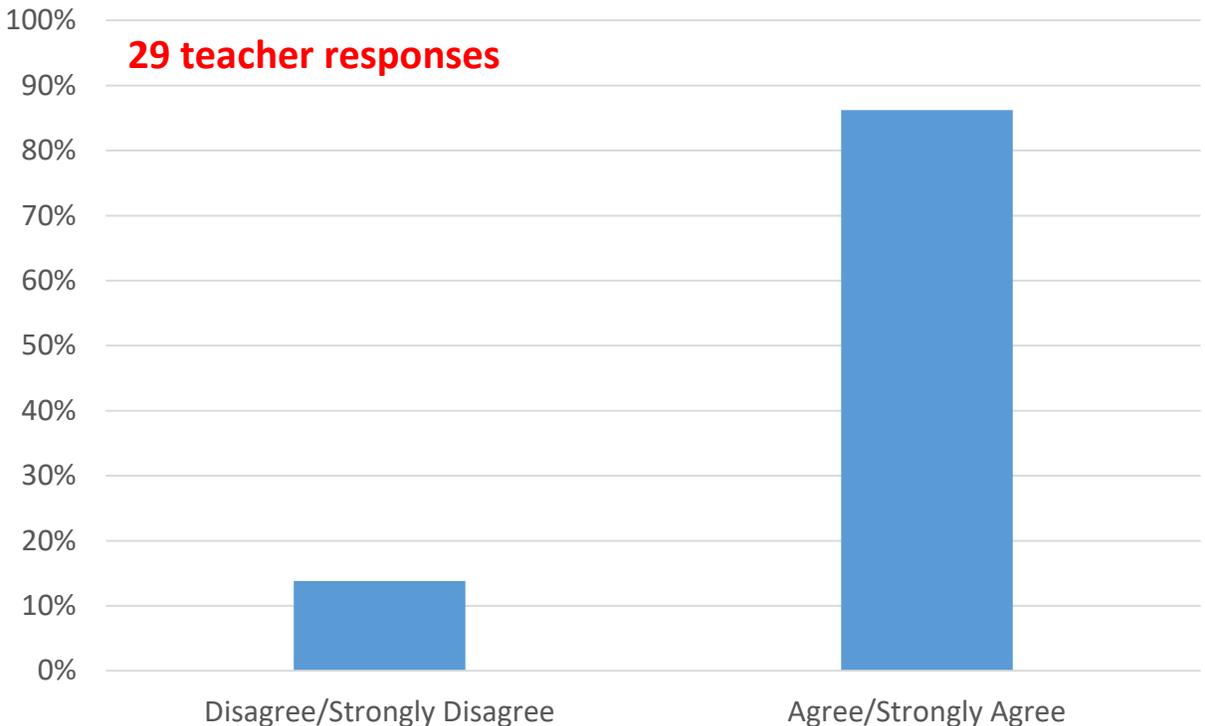
Appendix D Student-Parent-Teacher Conference Feedback – 29 Teacher Surveys



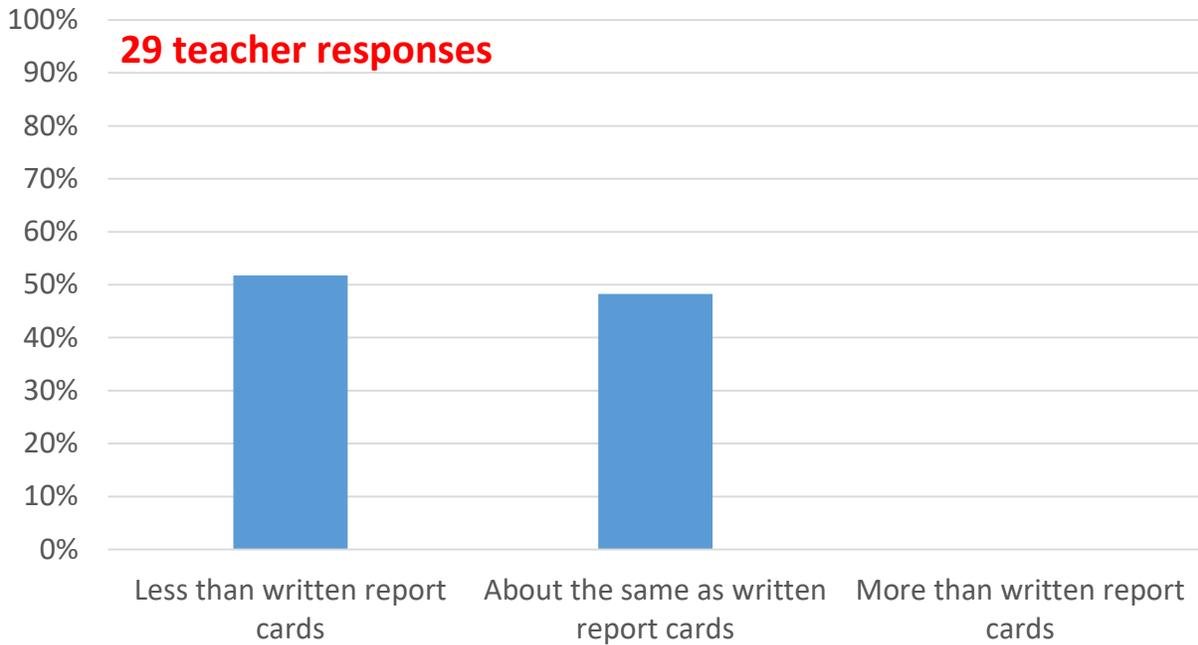
Would you prefer a written report card, student-parent-teacher conference or a parent-teacher conference



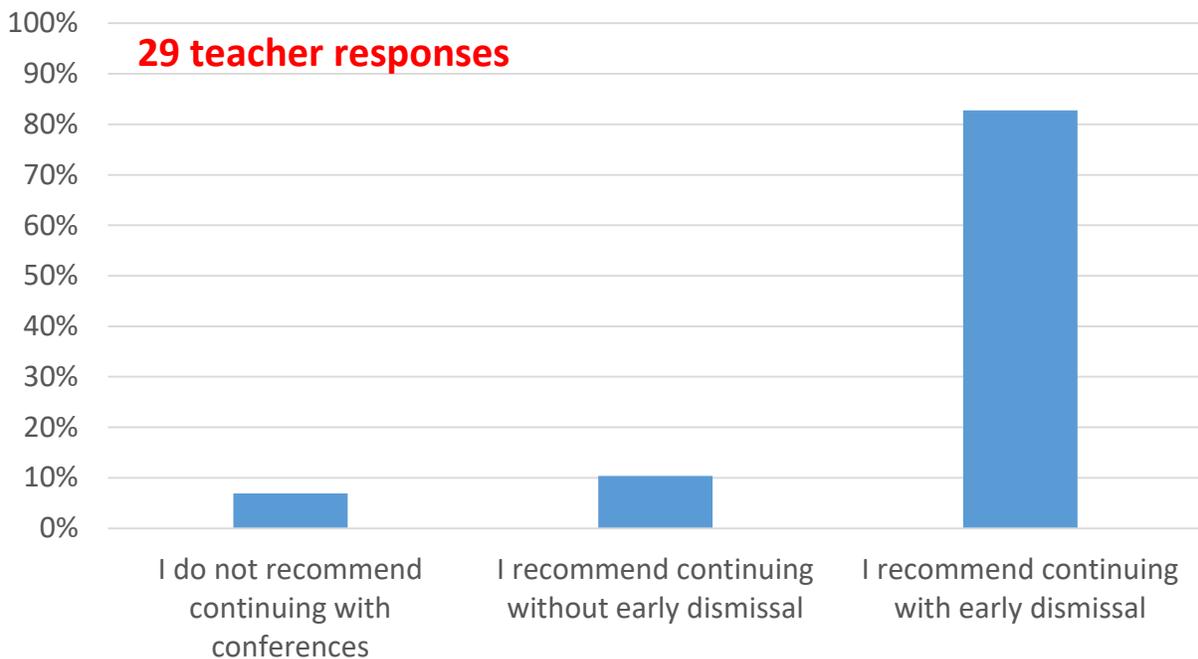
I would like to see this conference continued for next year and beyond



The time/workload for conferences (including preparation and conferences) was?



Please choose the statement below that most closely matches your feedback



Appendix E - Interim Student Reporting Guidelines

Boards of Education must provide parents of students with a minimum of five reports describing students' school progress. Reporting to parents should be timely and responsive throughout the school year.

For Grades K-9 beginning in the 2016/17 school year, Boards of Education will either

- A. Develop and follow local student reporting policy and procedures set by the Board for Grades K-9, which must meet the *Interim Student Reporting Guidelines for Grades K-9* as outlined below, or
- B. Follow the revised Student Reporting Policy as outlined below.

B. Student Reporting Policy (revised)

During the school year, Boards of Education must provide parents of students with a minimum of five reports describing students' school progress. Three of the reports will be formal written reports, one of which must be a summative report at the end of the school year or semester.

The two informal reports to parents may include: telephone calls, student-led conferences, parent-teacher conferences, use of journals, e-mails, and other means. Schools and teachers determine how they will informally communicate with parents.

Grades K-3

For the following areas of learning, the three formal reports will include a performance scale and descriptions of progress in relation to the learning standards set out in the curriculum:

- English Language Arts or
 - for students enrolled in a Francophone education program, French language Arts (Français langue première)
 - for French immersion students, French Language Arts (Français langue seconde)
- Mathematics
- Science
- Social Studies
- Physical and Health Education
- Arts Education.

For the following areas of learning, the summative formal report at the end of the year will also include descriptions of progress in relation to the learning standards set out in the curriculum:

- Applied Design, Skills and Technologies
- Career Education.

The summative report will include student self-assessment of the core competencies, with teacher support.

Grades 4 – 5

For the following areas of learning, formal reports will include letter grades and written reporting comments to indicate students' levels of performance in relation to the learning standards set out in the curriculum:

- English Language Arts or
 - For students enrolled in a Francophone education program, French language Arts (Français langue première)
 - For students enrolled in a French immersion program, French Language Arts (Français langue seconde)
- Mathematics
- Science / Sciences
- Social Studies
- Physical and Health Education
- Arts Education
- For Grades 5, a second language, except for students enrolled in a Francophone education program or a French immersion program.

For students in Grades 4 and 5, Boards may choose to provide letter grades to parents in a document other than a report card.

For the following areas of learning, the three formal reports will use written reporting comments, or a performance scale accompanied by written reporting comments, to indicate students' levels of performance in relation to the learning standards set out in the curriculum:

- Physical and Health Education
- Arts Education.

For the following areas of learning, the summative report will also include written reporting comments, or a performance scale accompanied by written reporting comments, to indicate students' levels of performance in relation to the learning standards set out in the curriculum:

- Applied Design, Skills and Technologies
- Career Education.

The summative report will include student self-assessment of the core competencies, with teacher support as appropriate for the student.

Grades 6-9

In Grades 6-9, formal reports will include letter grades and written reporting comments, where deemed appropriate, to indicate students' levels of performance in relation to the learning standards set out in the curriculum for the following areas of learning:

- English Language Arts or
 - For students enrolled in a Francophone education program, French Language Arts (Français langue première)
 - For French immersion students, English Language Arts and French Language Arts (Français langue seconde)
- Social Studies
- Mathematics

- Science
- Physical and Health Education
- Arts Education
- Applied Design, Skills and Technologies
- Career Education
- For Grades 6, 7 and 8, a second language, except for students enrolled in a Francophone education program or in a French immersion program.

The summative report at the end of the school year or semester will also include student self-assessment of core competencies, with teacher support as appropriate for the student

Appendix F



The Reporting Process

An Action Research Report

Gathering feedback from School District 83 education stakeholders to guide the development of effective reporting practices in order to better understand and communicate each child's progress.

Prepared by Rob Cadden

on behalf of School District 83's Assessment and Reporting Committee

January 1, 2017

School District 83 Assessment & Reporting Committee

NOSTA: Carolyn Farris, Mary Tassie, Megan Weir, Sharon Mitchell, Carey Lelond

PVP: Jodi van der Meer, Shane Corston, Kirsten Mazur, Ian Landy, Rob Cadden

Central Staff: Carl Cooper



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Introduction

RENEWED CURRICULUM

British Columbia is in the midst of implementing a renewed curriculum in grades K-12, along with changes to the provincial Reporting Order. These changes represent a fundamental shift in how we design engaging learning environments and how we communicate learning to students and parents.

All areas of learning in British Columbia’s renewed curriculum have been redesigned using a “Know-Do-Understand” (KDU) model to support a concept-based, competency-driven approach to learning. The learning standards – what all students are expected to know and be able to do – are the points of reference for determining our assessment practices and communication of student learning.

The **Big Ideas** students should **UNDERSTAND**:

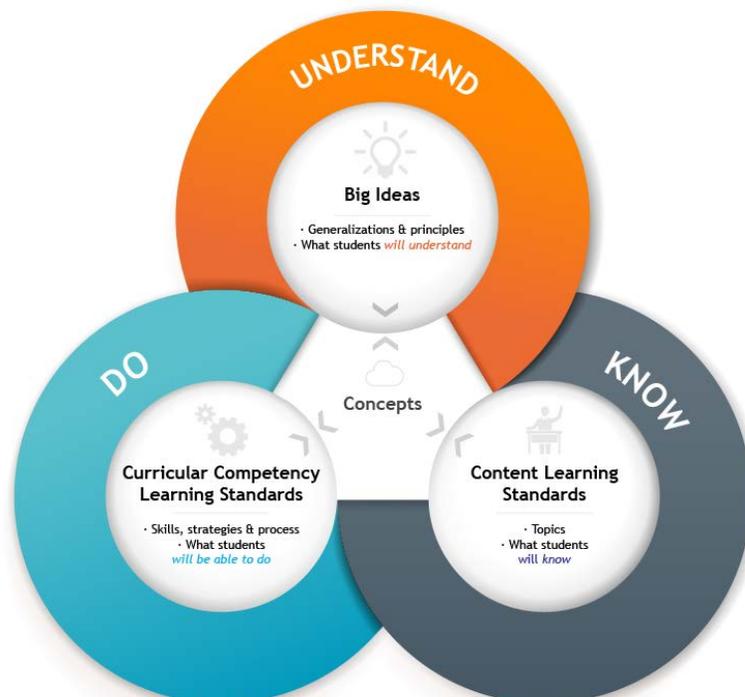
- The transferable generalizations that endure beyond a single grade and contribute to future understanding.

The **Content** students should **KNOW**:

- Critical, factual knowledge for the understanding of topics.

The **Competencies** student should **DO**:

- The skills, strategies and processes that students develop over time.
- Underpinning these Curricular Competencies are the Core Competencies that all students need to develop for success in life beyond school and with becoming Educated Citizens (*Communicating, Thinking, and Personal & Social Competencies*).



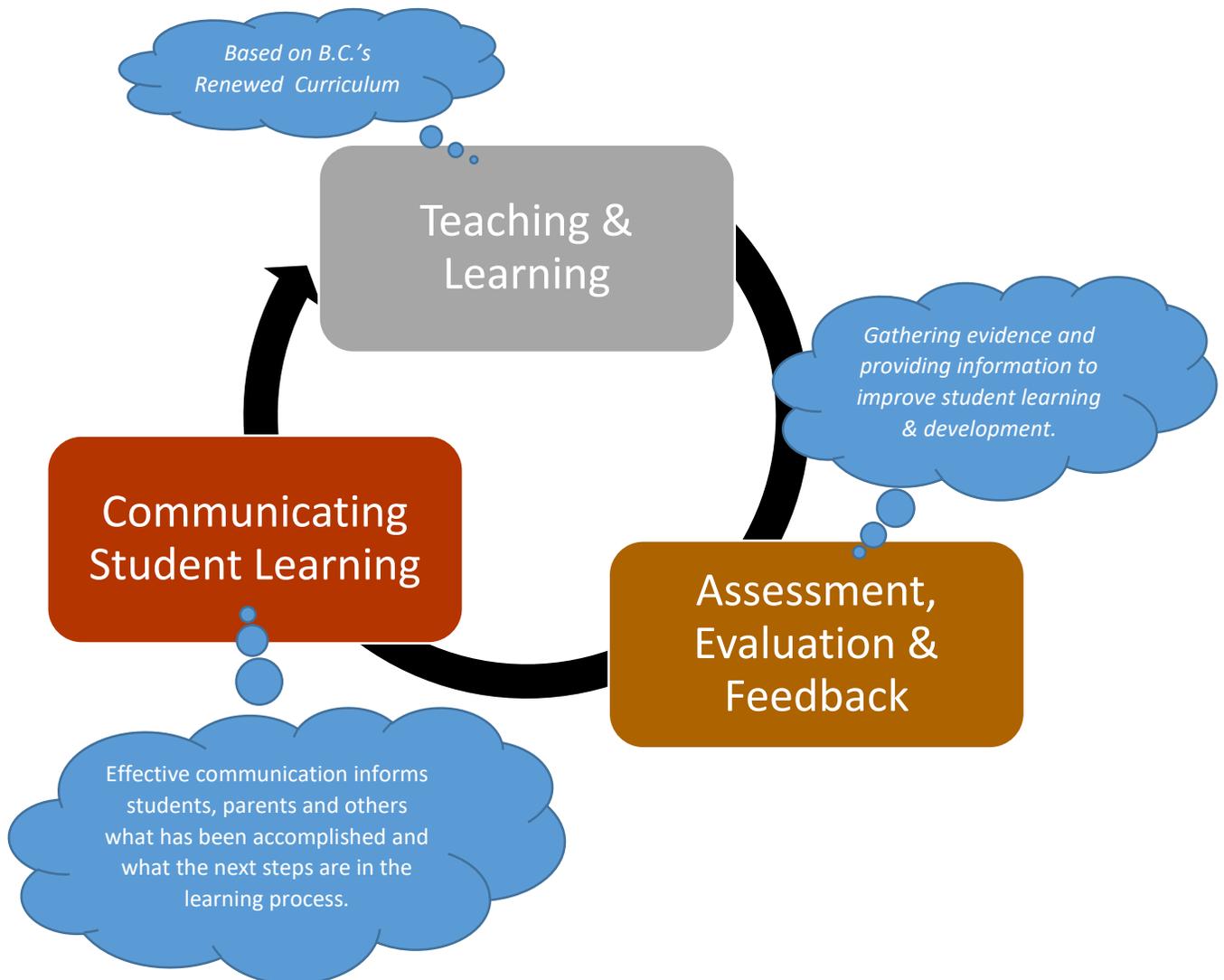
THE REPORTING PROCESS - A SHIFT FROM REPORT CARDS TO COMMUNICATING STUDENT LEARNING

As educators continue to shift toward student-centered practices, such as Assessment for Learning, Play-Based Learning, Inquiry-Based Learning and Personalized Learning (*to name just a few*), both students and teachers are identifying a disconnect between these classroom practices and their experiences with reporting and report cards.

There is a desire from educators, students, and parents for a greater alignment between educational practices and how student progress is communicated.

The Purpose of the Reporting Process

The purpose of the Reporting Process is to communicate and be accountable for providing meaningful feedback on student progress in relation to curriculum, competencies, behaviour (social/emotional) and work habits, in order to guide and support ongoing learning and development.



The Action Research Process

PURPOSE STATEMENT

In the early spring of 2016, School District 83 formally brought together a working committee of educators:

- To discuss the implications of B.C.'s Renewed Curriculum on assessment and reporting,
- To solicit opinions, perspectives and input from students, educators, parents and the community, on the current state of "The Reporting Process",
- To develop resources and supports for students and teachers, in preparation for the summative reporting of student self-assessment of Core Competencies,
- To create a set of guiding assessment and reporting belief statements in order to provide direction for the ongoing development of effective reporting practices (district policy).

SUB-WORKING GROUPS

Sub-working groups within the committee were created to focus on specific areas of interest.

Rob Cadden led the 'Survey' sub-working group. His group created, distributed, collected, and analyzed the survey results from each of the educational stakeholder groups within the district. This collated feedback was used to develop the district's Assessment and Reporting Belief Statements, and it was shared with school teams with intention to provoke discussion on the current state of the reporting process, and to support local changes to the way in which schools communicate student learning.

Jodi van der Meer led the 'Core Competencies' sub-working group. Her group was instrumental in creating resources and supports for students and teachers to assist with the implementation of the Interim Reporting Order's requirement that all students' K to 9 were to complete a self assessment of the Core Competencies.

Shane Corston led the 'Beliefs' sub-working group. His group reviewed countless articles and research papers on the current state of assessment and reporting in preparation for creating the Assessment and Reporting Belief Statements. They also solicited the guidance of Pat Horstead, with the B.C. Ministry of Education Assessment and Reporting Branch, to provide a provincial perspective on how other districts were implementing the Renewed Curriculum, and specifically the implications on assessment and reporting.

ASSESSMENT AND REPORTING SYMPOSIUM

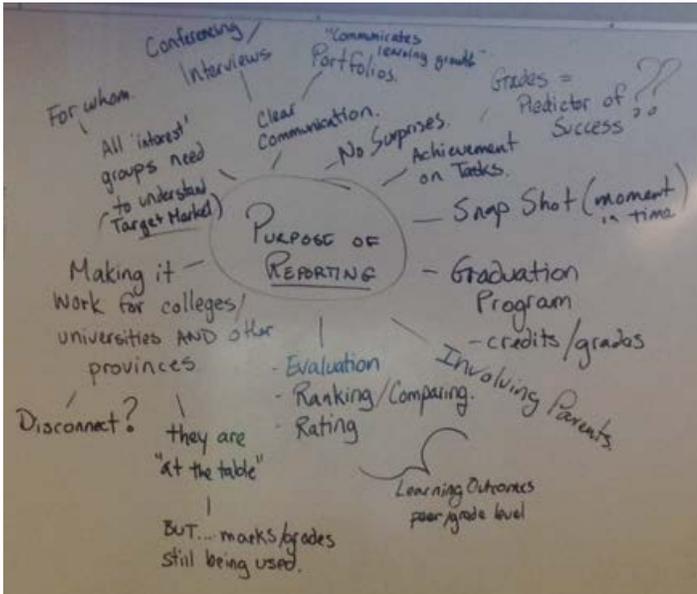
The committee organized a district-wide Assessment and Reporting Symposium to gather teams of teachers and administrators from each school to work with Pat Horstead, with the objective of learning more about the current state of assessment and reporting in B.C. and to discuss the implications at the school and classroom level.

Survey Results

FEEDBACK FROM THE ASSESSMENT & REPORTING COMMITTEE

The following feedback was gathered during discussions held by the committee in the spring of 2016.

What is the PURPOSE of the Reporting Process?



Clear communication (conferencing, interviews, "communicates learning growth")

Tracking progress from year to year

No surprises

Achievement on tasks (are grades a predictor of success)?

Snap Shot (a moment in time)

Graduation Program requirements (credits & grades)

Parent involvement

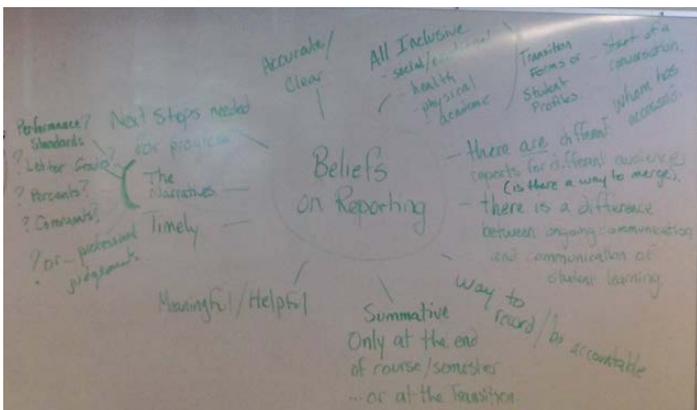
Evaluation, ranking and comparing to standards

Has to work for colleges and universities

All stakeholders need to understand the Report

Reporting is not just about academics, it is also about effort, work habits and competencies.

What are our BELIEFS about Reporting?



Clear – accurate & understandable

Student Growth (articulates next steps for progress)

Wholistic (academic, social, emotional, physical)

Different Reports for different audiences (i.e. Report Cards, Student Profiles, Transcripts, IEP's, etc.) – what is valued?

Difference between ongoing communication and communication of student learning

Record keeping and accountability

Summative (end of the course... year... transition...)

Meaningful, helpful and timely

Narratives?? (performance standards, letter grades, percents, comments, professional judgment?)

FEEDBACK FROM TEACHERS

The following feedback was gathered via Staff Meeting surveys facilitated by Principals and/or Vice Principals in the spring of 2016. The majority of schools submitted results, with good representation from elementary, middle, and high school schools.

What is the PURPOSE of the Reporting Process?

Communication to all Stakeholders:	77 responses
Accountability:	37 responses
Student Progress and Achievement:	34 responses
Strengths and Areas for Growth:	12 responses
Goal Setting:	11 responses
Ranking and Comparing:	8 responses
Identify Ways to Support Learning:	6 responses

Quotes & Golden Nuggets!

“Provides meaningful and useful feedback for all audiences.”

“Communicate student’s ability to achieve curriculum outcomes in a concise manner, to the student, parent, other teachers and possibly to post-secondary institutions.

“A formal, standardized document that is transferable and has more gravity than anecdotal comments, phone calls or emails.”

“A record for future teachers and schools – tracking growth over time.”

“To provide summative assessment information for students, parents and educators who will have the student in the future.”

“For students to know and understand how they are doing in class (with relation to learning outcomes) and what their level of accomplishment is.”

“It allows us to see how they are doing in many different aspects and where they are struggling.”

“To celebrate learning.”

“How well students are meeting expectations.”

“Informs parents about student’s achievement in relation to norms or standards.”

“To coerce students to behave... can be a motivator – or not.”

“We don’t believe our current formal reports show what kids know until the end of the semester.”

FEEDBACK FROM TEACHERS

What are your BELIEFS about Reporting?

Clear Communication:	40 responses
Not Complicated for Teachers:	17 responses
Measurable and Consistent Expectations:	14 responses
Focus on Progress and Growth:	12 responses
Provides Meaningful Feedback:	10 responses
Anecdotal Comments are Important:	9 responses
Representation of a Wholistic View of the Child:	8 responses
Motivating:	7 responses
Include Letter Grades:	7 responses
One Part of an Ongoing Process:	6 responses
Effort & Work Habits:	5 responses
Common and Consistent Language:	5 responses
Importance Dialogue between Home & School:	4 responses
Do Not include Letter Grades:	3 responses
Different Ways to Report:	3 responses
Summative Snapshot:	2 responses
Need for Accuracy:	2 responses

Quotes & Golden Nuggets!

"A permanent record of a child's progress: positive and encouraging, while highlighting goals and areas to work on."

"We don't believe our current reports are doing the job."

"Reporting is only as good as the particular day it was done on."

"Quality is more important quantity. More blunt and personal. Not a checklist of activities completed. It reports how a child is doing in language parents understand."

"Strength-based levels: Acquiring the skill... Proficient at the skill... Mastery of the skill... Extending the skill..."

"Informal reporting should be done but at the teachers' professional discretion and choice in format."

"It should encourage a dialogue between all stakeholders."

"No letter grades for as long as possible."

“Summative is NOT Cumulative (adding marks up and dividing to find averages).

“It must be clear, understandable, concise and accurate.”

“A multi-dimensional, wholistic view of the child.”

“Anecdotal comments are more important than numbers, percents or letter grades.”

“Reports must have a clear template with an easy format to understand. Streamline the process.”

“Students should have a larger role in the reporting process.”

“There should only be one episodic reporting – the final report. Everything else should be based on the professional judgment of the teacher.

FEEDBACK FROM TEACHERS

What should we be Reporting on?

Knowledge, Skills & Abilities (<i>inc. Numeracy & Literacy</i>):	40 responses
Work Habits, Effort & Attitude:	29 responses
Student Progress & Achievement:	26 responses
Personal & Social Responsibility (<i>inc. Self Regulation & Resiliency</i>)	22 responses
Strengths & Areas for Growth:	16 responses
Core Competencies:	4 responses
Attendance:	3 responses

Quotes & Golden Nuggets!

“What students want and need in life to succeed and to contribute. What does their toolbox have in it?”

“Academics are just as important as social and emotional.”

“Reading, writing, math, work ethic, behaviour. It’s not about the topic or subject, it’s about a child’s performance. It needs to be at the teacher’s discretion.”

“How well the student can apply and use their knowledge.”

“Work habits: attitude, engagement, cooperation and work ethic.”

“Social respect and emotional awareness. Education’s goal is to promote good, responsible children... but at some point we need to report on growth.”

“How students learn as much as what they learn.”

“Positive clarification on successes.”

“Suggestions on how to do better.”

FEEDBACK FROM PRINCIPALS AND VICE-PRINCIPALS

The following feedback was gathered at a fall 2016 Principals and Vice-Principals district meeting. Administrators were split into groups to discuss each question and to collaboratively come up with responses to each question. Elementary, middle, and high school administrators all participated.

What is the PURPOSE of the Reporting Process?

Communication to all Stakeholders:	14 responses
Accountability:	8 responses
Student Progress and Achievement:	8 responses
Strengths and Areas for Growth:	6 responses
Identify Ways to Support Learning:	6 responses
Goal Setting:	2 responses
Ranking and Comparing:	2 responses

FEEDBACK FROM PRINCIPALS AND VICE-PRINCIPALS

What are your BELIEFS about Reporting?

To Provide Feedback and Communication	
<i>On-Going / Consistent / Timely</i>	8
<i>Personalized / Authentic</i>	4
<i>Accurate</i>	3
<i>Honest / Transparent</i>	3
<i>Meaningful / Motivating</i>	3
<i>For Students / Parents / Teachers</i>	3
<i>Ways to Improve</i>	2
<i>Motivating / Hopeful</i>	2
<i>Collaborative</i>	2
<i>No Surprises</i>	1
Total	31

using an Effective Format	
<i>Simple / Straight-forward / Clear</i>	7
<i>Wholistic / Comprehensive</i>	3
<i>Anecdotal</i>	1
<i>Snapshot</i>	1
Total	12

that provides Evidence & Information	
<i>Quantifiable</i>	3
<i>Grading System needs to be re-vamped</i>	2
<i>Effective Assessment Practices</i>	1
<i>Standards-Based Measurements</i>	1
<i>Progress on Learning Standards</i>	1
<i>Self-Assessment</i>	1
Total	9

FEEDBACK FROM PRINCIPALS AND VICE-PRINCIPALS

What should we be Reporting on?

Knowledge, Skills & Abilities (<i>includes Numeracy & Literacy</i>):	10 responses
Strengths & Areas for Growth:	8 responses
Student Progress & Achievement:	7 responses
Core Competencies:	6 responses
Work Habits, Effort & Attitude:	4 responses
Personal & Social Responsibility (<i>includes Self Regulation & Resiliency</i>)	3 responses
Attendance:	2 responses

FEEDBACK FROM STUDENTS

The following feedback was gathered via surveys forwarded to Principals and/or Vice Principals and facilitated by teachers at the classroom level in the spring of 2016. Roughly half of all schools in School District 83 participated, with representation from elementary, middle, and high school schools.

How do you know how well you are doing in school?

Elementary School	Middle School & High School
Teacher Feedback (<i>i.e. marked assignments, projects and tests, regular Progress Reports, posted marks in class, descriptive feedback</i>) 60	Teacher Feedback (<i>i.e. marked assignments, projects and tests, regular Progress Reports, posted marks in class, descriptive feedback</i>) 102
Student's Perception (<i>i.e. student's level of understanding or self-confidence with their learning</i>) 34	Student Asks the Teacher 90
Report Cards 29	Report Cards 51
Work Habits (<i>i.e. student's level of interest, behaviour or effort level in class, attendance</i>) 16	Online Information (<i>including StudentConnect, Moodle, Fresh-Grade and e-Portfolios</i>) 36
Student Asks the Teacher 13	Students do not know 18
Parent Feedback 10	Student's Perception (<i>i.e. student's level of understanding or self-confidence with their learning</i>) 16
Teacher Relationship (<i>i.e. encouragement, conversations, comments, teacher's attitude toward student</i>) 3	Work Habits (<i>i.e. student's level of interest, behaviour or effort level in class, attendance</i>) 14
Online Information (<i>including StudentConnect, Moodle, Fresh-grade and e-Portfolios</i>) 1	Teacher Relationship (<i>i.e. encouragement, conversations, comments, teacher's attitude toward student</i>) 8
Students do not know 1	Parent Feedback 3

Quotes & Golden Nuggets!

Elementary Student Responses:

"Your teacher tells you that you are doing a good job."

"My teacher meets with me and says so."

"I check the marks on my work because it shows me how much I know."

"When I understand something, I think I am doing well."

"You just know."

"When I enjoy my work, I feel I am doing well."

"My own feelings tell me – if I'm feeling depressed it might be because I'm failing."

"By not having to work with the CEA or Learning Resource teacher."

"Things get missed on Report Cards."

"I really like getting grades and comments on my Report Card."

"You have a good attitude in school."

"If you participate."

"Don't go to the washroom too much... you will mist stuff."

"If you are kind to others and work well with others you will do better because others will help you and want to work with you."

"If you don't get sent to the office or hallway too much."

"If you do what you are supposed to do."

Middle / High School Student Responses:

"Great! I'm winning the game of school."

"Teachers only talk to me if I'm doing terrible or if I'm doing great."

"I thought that I was doing well in school until I was told I was failing Social Studies. I wish I could have been notified that I was getting bad grades to avoid the stress."

"My teacher lets me know how I'm doing and I personally know I'm doing good. If I don't feel smart, I go do something productive."

“When teachers don’t ask for meetings with your parents. When you’re getting good grades and effort marks. When teachers have nothing bad to say about you.”

“Teachers rarely tell you, and when you ask, they can be rude. They give you an effort mark but that does not mean anything to parents. We need to have a percent otherwise we have no idea.”

“Progress Reports should be more frequent and personal to each student.”

“I think I need to know more than I get to know about my grades.”

“My teachers tell me. I ask them how I’m doing. I ask for feedback. If I feel successful, I’m doing well.”

“If I would like to know, I will ask the teacher of that class, and the next class I will get my percentage, grade, and what I have missed in that class.”

“I get top marks and gain confidence.”

“Report cards or ask the teacher (but that’s scary, so we don’t).”

“Through Report Cards, encouragement from my teachers and a general sense that I have done well and have put forward effort.”

“The different ways that I know would be Report Cards, or the few updates we get. As a student, I don’t get told how my grades are very often, but my parents get emailed instead, which makes me a bit upset.”

“I don’t really know how well I’m doing in some classes, but in others I do.”

“By looking at what I feel I know by the end of the year, compared to the beginning. Not necessarily grades.”

“Around 80% in each class, but I know a lot more.”

“I feel that I am succeeding this year throughout my classes and belonging in the school.”

“I keep track of everything I hand in and what I know what I don’t so I go off of how much stuff I haven’t handed in.”

“I actually want to go to school and enjoy being in school.”

FEEDBACK FROM STUDENTS

Who needs to know how well you are doing in school?

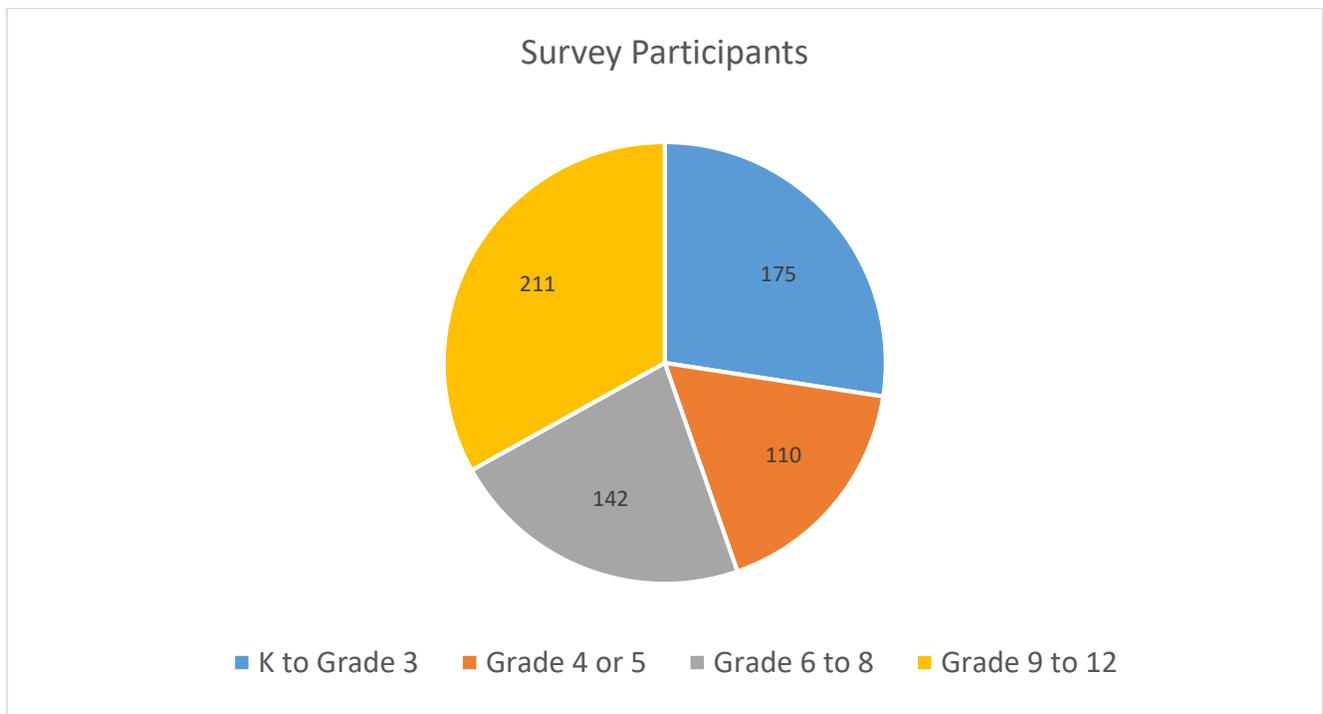
Elementary School		Middle School & High School	
Parents or Family Members	33	Parents or Family Members	81
Myself	16	Myself	76
Teachers	14	Teachers	37
Principal or Vice Principal	9	Employers	7
Government or School District	5	Colleges or Universities	6
Certified Education Assistant	5	Principal or Vice Principal	4
Colleges or Universities	2	Friends	4
Friends	2	No One	4
No One	1	Coaches	2
Tutor	1	Government or School District	1

FEEDBACK FROM PARENTS AND THE COMMUNITY

The following feedback was gathered via online surveys facilitated by Principals and/or Vice Principals at the school level in the fall of 2016. Communication was sent home requesting parents to complete the survey. There was an overwhelming response from parents, with 638 surveys completed by parents with children in Kindergarten through grade 12.

What grade is your child in?

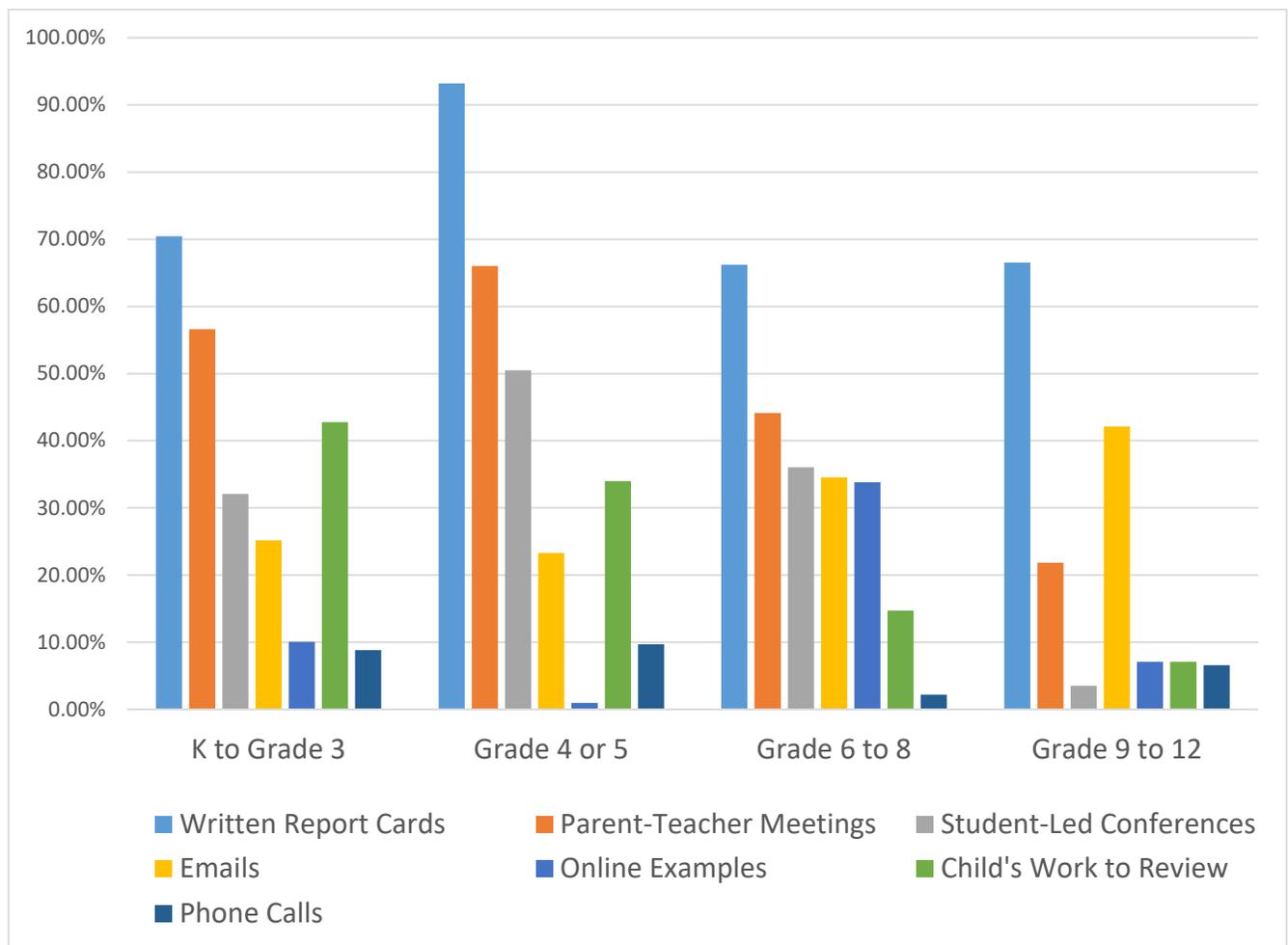
	K to Grade 3	Grade 4 or 5	Grade 6 to 8	Grade 9 to 12	TOTAL
Respondents	175	110	142	211	638



What type of progress reports are you currently receiving from your child’s school?

(Mark all that apply.)

	Written reports provided on a traditional report card	Parent-Teacher Meetings	Student-led Conferences (student/parent/teacher present)	Regular emails and/or texts	Examples of your child’s learning provided online (e.g. Freshgrade, Quio, or other)	A collection of your child’s work for review (electronic, in-person, or through paper forms)	Phone Calls	Other (please specify) See below
K to Grade 3	70.44%	56.60%	32.08%	25.16%	10.06%	42.77%	8.81%	10.06%
Grade 4 or 5	93.20%	66.02%	50.49%	23.30%	0.97%	33.98%	9.71%	5.83%
Grade 6 to 8	66.18%	44.12%	36.03%	34.56%	33.82%	14.71%	2.21%	9.56%
Grade 9 to 12	66.50%	21.83%	3.55%	42.13%	7.11%	7.11%	6.60%	24.87%



K to Grade 3 Quotes	Grade 4 or 5 Quotes	Grade 6 to 8 Quotes	Grade 9 to 12 Quotes
<p><i>Agenda notes</i></p> <p><i>Visits to the classroom</i></p> <p><i>Behaviour checklists</i></p> <p><i>Spelling test samples</i></p> <p><i>Short reports</i></p> <p><i>Nothing so far</i></p> <p><i>The occasional email</i></p> <p><i>Not sure yet. It's our first year with her in school</i></p> <p><i>Daily contact</i></p> <p><i>Informal progress checklist</i></p> <p><i>Informal conversations</i></p> <p><i>Speaking to the teacher at anytime</i></p> <p><i>She is in kindergarten so I am not sure yet.</i></p> <p><i>Haven't received anything yet, but I believe traditional report cards will be distributed starting next month.</i></p> <p><i>My son just started Kindergarten so I'm not sure.</i></p> <p><i>Teacher classroom Blog</i></p>	<p>I walk into the class at least once a week and touch base with the teacher.</p> <p>Spelling tests and other work sent home</p> <p>Informal conversations with classroom teacher</p> <p>IEP</p> <p>Classroom blog run by teacher</p> <p>Blog written by teacher</p>	<p>Online report card at end of term</p> <p>IEP meetings</p> <p>No progress reports</p> <p>Very little. I got an interim report with an "I" and never heard anything before that. Really??</p> <p>Think we are in transition from traditional to more e mail format</p> <p>Occasional emails</p> <p>Not sure - haven't received a report card yet.</p> <p>None</p> <p>Nothing at the moment</p> <p>None so far. New to the school district this year.</p> <p>I don't find the student led conferences that helpful. I'd like to hear more objective feedback from the teacher versus what my child choose to tell me.</p> <p>IEP</p> <p>Open house</p>	<p>Some emailed interim grades & upcoming online only term report card</p> <p>None</p> <p>No idea I get none not even report card, she says I have to go online to get it but I don't know how or where</p> <p>Not much except for English 12. Never see my child's work or assessments thereof.</p> <p>Written interim reports</p> <p>interim updates via email</p> <p>Face to face report because I work in the school too.</p> <p>Some Emails (not consistently)</p> <p>Digital copy via parent connect</p> <p>Regular Emails and texts come from some teachers, not all.</p> <p>2 interim through email by one out of 4 teachers</p> <p>Written with grade by email</p> <p>Hard copy sent home from teacher</p> <p>InspirEd</p> <p>I receive no updates until he is so far behind then one of his teachers will call me.</p> <p>Emails from 2 teachers - the rest no contact</p> <p>Interim reports</p> <p>Interim report</p> <p>Some teachers are very good about using email to inform us, but not all do it. Parent Teacher Meetings are held too late in the Semester to have an impact.</p> <p>Emails</p> <p>Grades and brief comments available online at end of each reporting period</p> <p>Report cards on line</p> <p>Had to email all teachers to get updates</p> <p>Written reports on a non-standard report card, with no</p>

		<p>meaningful GPA, no reliable way to tell boilerplate comments from individualized ones. Effort marks are not defined in any way. I do learn from parent-teacher meetings but these occur only on my initiative.</p> <p>I've only received emails from her Social Studies teacher. And only about socials. Other than that I get 1 word answers from my daughter "good"</p> <p>A spread sheet that seems to average marks IGPRO</p> <p>Had to go onto the school web site to get his interim report</p> <p>The parent-teacher meetings only happen once, maybe twice year, emails happen only sporadically, freshgrade was used last year - but not consistently</p> <p>To date being October an brief interim report .</p> <p>Have not received anything</p> <p>An email (not regular emails)</p> <p>Access report cards online via parent connect</p> <p>Short note indicating how child is doing ...</p> <p>Interim report marks detailing assignments and marks</p> <p>Emails only from two of the four classes</p> <p>Parent connect</p> <p>A report card that I never see</p> <p>Moodle website</p> <p>On-line</p> <p>There is little to no info in regards to my 10th grader. We have "Parent Connect", but I received a paper interim report from 3/4 teachers and nothing is posted online. I know he has 3 late assignments indicated with an I on his interim, but according to "Parent Connect", there is nothing late, nothing handed</p>
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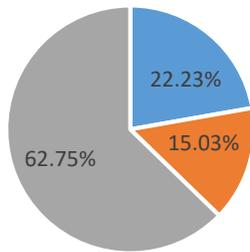
			<p>in, no tests done.... it's not being used. :(</p> <p>Report posted online</p> <p>I have not received anything! One teacher has not even marked anything so he is unable to give a mark. Very frustrating!!</p> <p>Online report cards</p> <p>None. One teacher only provides feedback on parent connect</p> <p>Online progress in class which I can check daily.</p> <p>School website/parent connect</p> <p>Math only</p> <p>Occasional texts/emails and periodic report cards</p> <p>Written assessment or email</p>
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What is your level of agreement with the following statements?

I am satisfied with the type of information I currently receive on my child's progress in school.

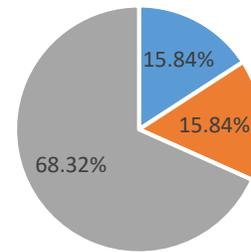
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
K to Grade 3	6.54%	15.69%	15.03%	46.41%	16.34%
	22.23%			62.75%	
Grade 4 or 5	0.99%	14.85%	15.84%	53.47%	14.85%
	15.84%			68.32%	
Grade 6 to 8	8.46%	26.15%	14.62%	41.54%	9.23%
	34.61%			50.77%	
Grade 9 to 12	13.99%	23.83%	19.17%	35.23%	7.77%
	37.82%			43.00%	

K to Grade 3



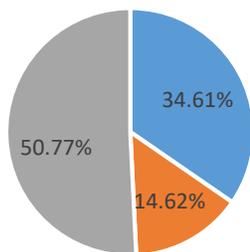
- Disagree or Strongly Disagree
- Neither Agree nor Disagree
- Agree or Strongly Agree

Grade 4 or 5



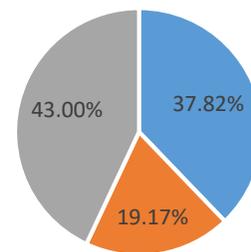
- Disagree or Strongly Disagree
- Neither Agree nor Disagree
- Agree or Strongly Agree

Grade 6 to 8



- Disagree or Strongly Disagree
- Neither Agree nor Disagree
- Agree or Strongly Agree

Grade 9 to 12

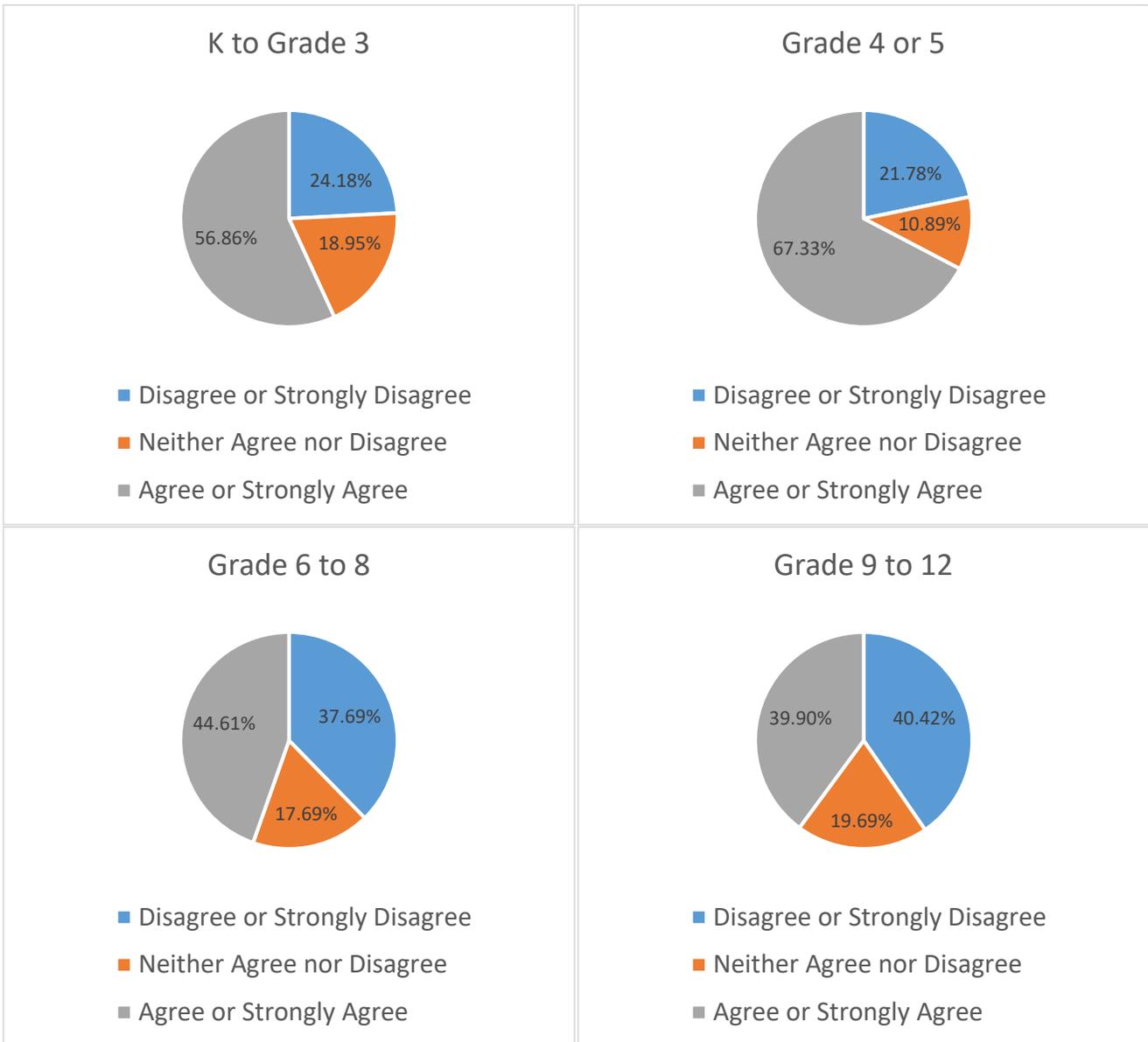


- Disagree or Strongly Disagree
- Neither Agree nor Disagree
- Agree or Strongly Agree

What is your level of agreement with the following statements?

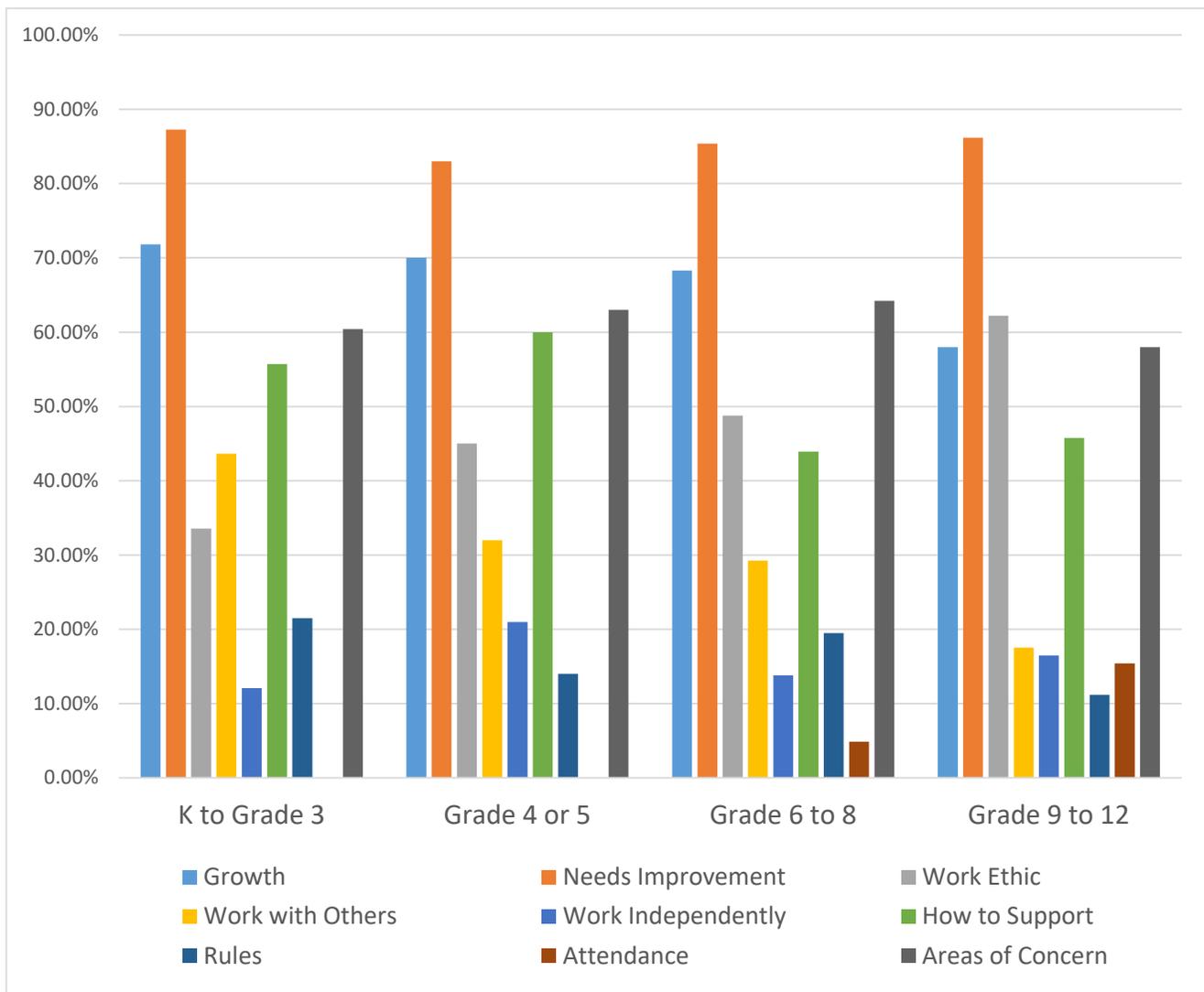
I am satisfied with the frequency of communication about my child’s progress in school.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
K to Grade 3	5.23%	18.95%	18.95%	39.87%	16.99%
	24.18%			56.86%	
Grade 4 or 5	2.97%	18.81%	10.89%	55.45%	11.88%
	21.78%			67.33%	
Grade 6 to 8	8.46%	29.23%	17.69%	36.92%	7.69%
	37.69%			44.61%	
Grade 9 to 12	11.92%	28.50%	19.69%	34.20%	5.70%
	40.42%			39.90%	



What kind of information is most important for you to receive about your child’s progress and overall achievements in school? (Mark only 4)

	Areas in which my child has shown growth	Areas in which my child needs improvement	My child’s work ethic	My child’s ability to work well with others	My child’s ability to work independently	Ideas on how to support my child	My child’s ability to follow classroom and school rules	My child’s attendance	Areas of concern about my child	Other (please specify) <i>See below.</i>
K to Grade 3	71.81%	87.25%	33.56%	43.62%	12.08%	55.70%	21.48%	0.00%	60.40%	4.70%
Grade 4 or 5	70.00%	83.00%	45.00%	32.00%	21.00%	60.00%	14.00%	0.00%	63.00%	5.00%
Grade 6 to 8	68.29%	85.37%	48.78%	29.27%	13.82%	43.90%	19.51%	4.88%	64.23%	4.88%
Grade 9 to 12	57.98%	86.17%	62.23%	17.55%	16.49%	45.74%	11.17%	15.43%	57.98%	13.30%



<i>K to Grade 3 Quotes</i>	<i>Grade 4 or 5 Quotes</i>	<i>Grade 6 to 8 Quotes</i>	<i>Grade 9 to 12 Quotes</i>
<p>My child's progress interacting with technology and comprehension</p> <p>My Childs Social Emotional Learning and Self-Regulated Learning</p> <p>My child's ability to work through problems and think logically</p> <p>They are all of importance to me can't choose just 4</p> <p>Areas doing well</p> <p>Those are all important things for me know about my child. I want to know about them all</p> <p>My child's level in each social skill (conflict resolution; friendship skills; etc)</p>	<p>How he is progressing FOR HIS LEVEL. He will probably always be lower than expectation, with his LDs and Autism, however, I know he is making strides for HIS LEVEL and I'd love to hear that.</p> <p>Actual marks</p> <p>Performance standards help us determine where our children are within a typical grade range standard. The information on these is very clear and shows what to expect and work towards in a progression of learning. We like these because they are not just one teacher's observation and assessments and are standardized. We like to receive progress reports at least 5 times per year so there is time to support the learning needs our children have.</p> <p>My daughter is in French immersion with no. French speaking parents. I would like communication and all homework in English.</p> <p>Evidence that your teacher knows my child personally</p>	<p>All of the above are equally important to know, not just four as "most important". The four boxes I checked, most certainly do not represent the only interests I have are not to be deemed as a higher priority than any other option on this sheet.</p> <p>My child's ability to think critically through real problems</p> <p>Required academic levels achieved including levels of achievement that are recognized by universities.</p> <p>Area to stimulate a bright student, stop them from boredom.</p> <p>Using class time wisely or not, and organization skills</p> <p>The fundamentals, the basics please. Let me know if my child is meeting expectations in math rather than me finding out when she reached Grade 7 this year and her new teacher finally identified the weakness.</p>	<p>Grades, marks and percentages</p> <p>IEP updates & progress - what's working, what's not</p> <p>Math materials; textbook or sheets to work on review; examples of quizzes and tests; what to study and prepare; local resources for support and help</p> <p>How my child is doing in his classes socially? Does he have friends? Is he engaged?</p> <p>All of the above</p> <p>Pretty important question to limit our responses.</p> <p>My child has autism, specifically I want to know what supports are being provided for her to succeed in school</p> <p>What assignment my child has missed and what is due.</p> <p>If he is missing any work to be handed in</p> <p>How my child is doing in relation to expected standards</p> <p>Level of achievement - % and letter grade (Why is it not a choice? bias in your options)</p> <p>Test and quiz results.</p> <p>Details on the projects listed and their purpose</p> <p>Areas in which my child has not just "demonstrated growth", but achieved actual competency</p> <p>Current grade/mark</p> <p>My child's progress in relation to accepted standards...as a percentage and letter grade</p> <p>Strategies provided in the classroom</p> <p>Whether my child exceeds, meets or does not meet widely held expectations regarding the core competencies, etc. as defined in the "Renewed Curriculum."</p>

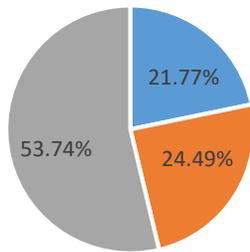
			<p>Specifics i.e. how to find y intercepts and here is how to do it. Or here is a website that demonstrates this skill</p> <p>All of the above</p> <p>Areas where my child show's a noticeable strength</p> <p>Whether modifications included in their IEP are helpful in assisting them to reach education goals</p> <p>My child's general attitude in class</p> <p>My child's ability to navigate challenges/ solve problems</p> <p>How my child does compared to children of the same age.</p>
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How satisfied are you with the following?

The level of detail provided about my child's progress.

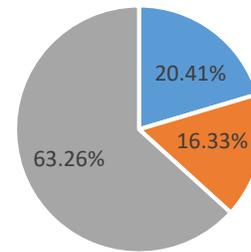
	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
K to Grade 3	3.40%	18.37%	24.49%	42.18%	11.56%
	21.77%			53.74%	
Grade 4 or 5	2.04%	18.37%	16.33%	52.04%	11.22%
	20.41%			63.26%	
Grade 6 to 8	6.67%	26.67%	15.83%	45.00%	5.83%
	33.34%			50.83%	
Grade 9 to 12	11.89%	24.32%	30.81%	30.27%	2.70%
	36.21%			32.97%	

K to Grade 3



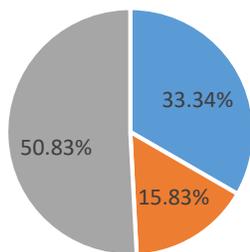
- Dissatisfied or Very Dissatisfied
- Neither Agree nor Disagree
- Satisfied or Very Satisfied

Grade 4 or 5



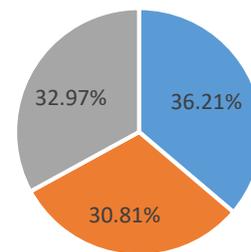
- Dissatisfied or Very Dissatisfied
- Neither Satisfied nor Dissatisfied
- Agree or Strongly Agree

Grade 6 to 8



- Dissatisfied or Very Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied or Very Satisfied

Grade 9 to 12



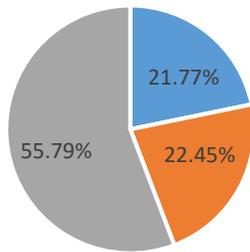
- Dissatisfied or Very Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied or Very Satisfied

How satisfied are you with the following?

The personalization of information about my child's progress.

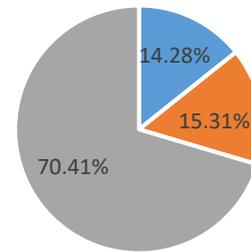
	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
K to Grade 3	3.40%	18.37%	22.45%	40.82%	14.97%
	21.77%			55.79%	
Grade 4 or 5	4.08%	10.20%	15.31%	56.12%	14.29%
	14.28%			70.41%	
Grade 6 to 8	7.50%	24.17%	18.33%	44.17%	5.83%
	31.67%			50.00%	
Grade 9 to 12	13.51%	21.62%	30.81%	30.81%	3.24%
	35.13%			34.05%	

K to Grade 3



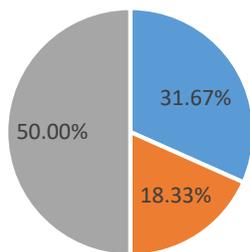
- Dissatisfied or Very Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied or Very Satisfied

Grade 4 or 5



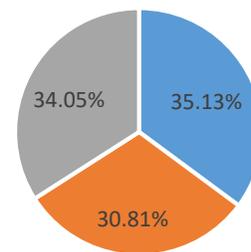
- Dissatisfied or Very Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied or Very Satisfied

Grade 6 to 8



- Dissatisfied or Very Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied or Very Satisfied

Grade 9 to 12



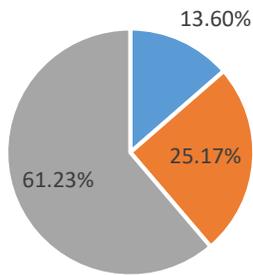
- Dissatisfied or Very Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied or Very Satisfied

How satisfied are you with the following?

The clarity and understandability of information about my child’s progress.

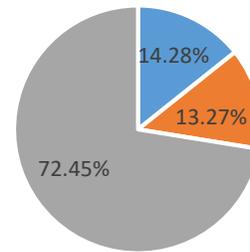
	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
K to Grade 3	4.08%	9.52%	25.17%	45.58%	15.65%
	13.60%			61.23%	
Grade 4 or 5	5.10%	9.18%	13.27%	58.16%	14.29%
	14.28%			72.45%	
Grade 6 to 8	5.83%	18.33%	17.50%	52.50%	5.83%
	24.16%			58.33%	
Grade 9 to 12	9.19%	20.00%	28.65%	38.38%	3.78%
	29.19%			42.16%	

K to Grade 3



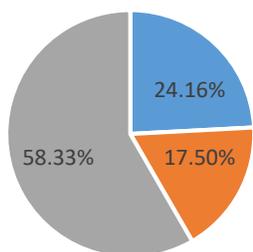
- Dissatisfied or Very Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied or Very Satisfied

Grade 4 or 5



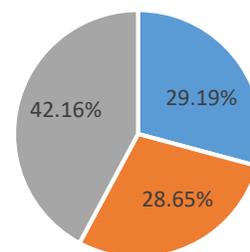
- Dissatisfied or Very Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied or Very Satisfied

Grade 6 to 8



- Dissatisfied or Very Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied or Very Satisfied

Grade 9 to 12



- Dissatisfied or Very Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied or Very Satisfied

Is there anything you'd like changed or added to reports on your child's progress?

<i>K to Grade 3 Quotes</i>	<i>Grade 4 or 5 Quotes</i>	<i>Grade 6 to 8 Quotes</i>	<i>Grade 9 to 12 Quotes</i>
<p>At my child's school, they have developed a school-based report card which I think is great. Our students are involved in a goalsetting process at parent/teacher interviews.</p> <p>I think a bit more detail on progress and where work is needed.</p> <p>Attendance - number of days a substitute teacher was leading the class and my child's attendance. Information on the overall class progress and where in the curve my child is in relation to the overall learning and skills of the class. More information on what tools are used to assess progress - particular exams, tests, grading...</p> <p>More detail in the comments. Currently it is only a number for each subject/area with only one general statement for the whole term. A term newsletter of what is happening in the class would be great so that we know what's going on and where they are going... goals of the term.</p> <p>Report cards are very general for each subject matter eg math, reading etc. There is only one comment section that gives me a glimpse into what is happening. The test is 'canned' responses. Otherwise you have to try and connect with the teacher to find out more info.</p> <p>Are they making friends?</p> <p>Is she excelling at anything in particular? Is she not understanding (not reaching expectations) in something she should be, which would indicate a learning error, or lack of understanding in a foundational piece of info?</p> <p>Teacher insights as to strengths of my child. For instance, I can tell he is an early reader, and he likes to learn. Should he be tested for</p>	<p>More written information on what is going on in the classroom and how best to support that work at home</p> <p>No</p> <p>I would like more details about areas that they are struggling in. Not just how they are doing in a particular subject, but specifics about their understanding (or lack thereof)</p> <p>Less details about the learning outcomes and more info on what exactly my child is doing at school</p> <p>NO</p> <p>No</p> <p>Actual marks.</p> <p>Personalized comments on progress, learning and next steps is critical. These seems to vary greatly from teacher to teacher. We have very much lucked out with the reports for this child the past few years.</p> <p>No</p> <p>No</p> <p>I would like little updates about once a month on how my child is doing in school... I don't like to wait until report card time to find out he is struggling in a subject, etc</p> <p>A more quantitative report</p> <p>It is very frustrating when report cards get handed out right before holidays as there is no time then to address any concerns I might have (especially at year end!)</p> <p>I would like to see more of the old style report cards, as it is hard to get an understanding of where my child is sitting academically. It is nice to see the written strengths but if my child is struggling it is hard to see to what degree. With the old letter grade it was easier to identify the degree of struggle and also in my opinion did push students to try harder (yes it was</p>	<p>A paper report. Parent connect is NOT user friendly and provides little detail</p> <p>Yes. We preferred to see a written report card with actual grades. This current reporting system is too vague.</p> <p>Examples - rather than saying she works well in a group I would like to read what that actually looks like.</p> <p>Just more info</p> <p>More information from the Exploration classes - before the end session - especially if half way through the project is behind</p> <p>More detail</p> <p>Child goal with an evaluation process for both teacher and child</p> <p>Examples on how to assist them. Negative comments without examples on how to help the problem is counterproductive</p> <p>We miss the parent teacher sit down interviews.</p> <p>Emotional/social connectivity with classmates</p> <p>I prefer concrete numbers rather than scales that can be interpreted.</p> <p>Personal remarks other than grades or a 'G' with each class</p> <p>Less reports and more meetings with the teacher</p> <p>My child is diagnosed with autism. Even though she is high functioning, she still has learning challenges. The school has made the determination that she does not need EA support. I would like an explanation as to why. Reporting for my child should not be just at report card time, and should not be just the teacher. It should be daily or weekly and also include the opinions and observances of an EA who has special needs training that can identify the behavior or habits that restrict her growth as well as model</p>	<p>Different teachers/subjects are reporting in different ways and I find it inconsistent and confusing. All reporting should be done on a regular basis and have some form of consistency, including percentages/marks and areas of concern and strengths</p> <p>More regular communication...more personalized comments with samples of his work...</p> <p>Written personalized comments that make me feel as if the teacher knows my child</p> <p>An understanding of when next formal reporting is. Example mid-term and final reporting period.</p> <p>Perhaps an outline on coarse assignments w/ due dates. I have a problem with my child having an option of incompletes & then waiting to work under pressure to complete. There should be deadlines & they need to be completed on the deadline.</p> <p>More teacher meetings. More advice on what to direct them to do in open blocks when homework is complete. Ability to access online marks and assignments</p> <p>At present I only receive one email from one teacher on my child process. Last year had a least 4 teacher emailing me. Need more communication on my child progress</p> <p>Too many unknown letters N-I-S-G and numbers 1-4. Give me a percentage and an A through F. I want to know if they are passing or failing.</p> <p>More detail and much earlier parent-teacher meetings regarding child's performance.</p> <p>Again, more math info; materials and support.</p> <p>My son is in a specialized program, I am satisfied but I</p>

<p>gifted? Should I be exposing him to science experiments, encyclopedias, hands on courses? The teacher has a much wider breadth of experience seeing children than I do, and I would appreciate knowing what I can do to further fan the flames of my eager child.</p> <p>The reporting is too general and too vague. I have no idea how my child is actually doing or how he/she is being evaluated. I would like to have more frequent and consistent communication on how my child is actually doing including ways to support his/her learning. I find the teachers wait too long to let me know my child is struggling and they seem satisfied if he is surviving and not thriving.</p> <p>Personalized comments are most helpful feedback to understand progress and support needed.</p> <p>I would like a second parent teacher interview toward the end of the year maybe around spring break rather than only one at the beginning of the year</p> <p>No</p> <p>How my child can improve and how I can help them. An open honest evaluation of my child</p> <p>No</p> <p>I don't like the 1234. I think the lines that say what they are being marked on are ok, not great, but ok. But the #'s don't mean much. I would rather have a pattern of growth identified. Or more regular check ins with progress goals</p> <p>No</p> <p>This latest report card was a behaviour checklist. I am interested in my child's academic progress and areas of concern. A comment or two on behaviour is fine, but school is academic based and these are the foundation years in which the identification of areas of weakness can make or break</p>	<p>competitive, but did motivate some children more)</p> <p>We would like to not have letter grades as these can lead to lowered self-esteem. Kids focus on the letter grade rather than the skills they are developing and the progress they are making toward a learning goal.</p> <p>I think the reports have enough detail. If I want more specific information re: my child, it is most effective to speak with her teacher.</p> <p>Social Skills</p> <p>If my child is struggling i would like specifics on what area not just to say, for example, math give breakdowns.</p> <p>More detailed information. A check mark in a box telling me my child in "not yet meeting expectations" does not tell me if they need a lot of guidance and are barely understanding or just need to buckle down and focus to fully accomplish the task at hand</p> <p>No</p> <p>I wish to get emails about what's happening in her classroom. I.e.: homework.</p> <p>Room for the child (student) signature to show they have understood the report</p> <p>Just more detail in general.</p> <p>Add in comment sections under each subject area (including work habits) rather than a generalization at the top of the report card so that the teacher has more space to speak specifically to that subject-discuss areas of growth, concern. Along with that, what can be done at home to support students learning for each subject as needed.</p> <p>No</p> <p>Haven't received a report card yet.</p> <p>I like it the way it is so far.</p> <p>Thus far I have had no reports on my child's progress as there has been</p>	<p>the ones that encourage and support it.</p> <p>This is a deficit model. I would rather see the positives! How is my child going to be a better/successful person when they are done?</p> <p>Nothing</p> <p>I always feel that we have access to teachers, and or principals, should we need clarification.</p> <p>Yes their behavior with peers and work ethic is most important to me when they graduate. Handing things in late is a poor role model for future life</p> <p>I find that the middle school reports can lack the personal details that I was used to in the elementary report cards. If my child is struggling with something it would be nice to know before finding out about a poor test result or mark on a report card.</p> <p>The past report cards were just fine....there is no need to keep changing things.</p> <p>More information on how to support my child.</p> <p>It's early yet but I'm finding it difficult to tell how she'd doing overall without letter grades or percentages.</p> <p>No</p> <p>No</p> <p>The level of personalization of comments varies widely from teacher to teacher. We would like to see personalized comments made about our child's growth and learning.</p> <p>Report cards do not provide information about my child's individual learning need/challenges. It is not personal at all.</p> <p>I'd like to see smaller classroom sizes so that the teacher has the time to teach to each student as well as report on each student. In fact, I care a whole lot less about what's reported than what's taught; right now there's precious little of either.</p>	<p>cannot respond to the regular reporting</p> <p>It is confusing to receive an interim of a C-with no follow up plan to shift the grade. Especially if it is reported that my child is "trying hard" and coming in for extra help.</p> <p>Areas of improvement and how parents can support</p> <p>I wouldn't mind getting electronic report cards for myself to view....</p> <p>How he/she compares to the rest of the class.</p> <p>A return to a system that 'actually' graded(s) children and is less about feelings / emotions / and non-failure. In REAL life, people can (and do) fail. I also do not like the political / cultural narrative that is being pushed by the school system on our children. CRITICALLY thinking for themselves should be encouraged (not discouraged).</p> <p>How my child is doing in class socially? Does he participate in class? Is he engaged? Does he have a group of friends in class he connects with?</p> <p>More information on how to support my child.</p> <p>More specific comments on my child what they are doing well, how they can continue to grow as a learner and how they and us can assist in their learning</p> <p>I would like honesty about my child's progress. I would like the teachers to be able to give both good and bad and not be restricted to comments provided on the computer program. I don't want smoke and mirrors about how nice my kid is, can he read and write? This is what concerns me.</p> <p>Please send regular reports from all teachers not just one.</p> <p>We tried the new system last year known as inspire ed. Had no idea all year long where he stood or we stood. This was an honor roll, principle list, student who</p>
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<p>a child's academic future in certain subjects. If we are to truly set our children up for success for strong academic futures then the base years need to be properly navigated. Telling me that my child rarely put on indoor shoes without a reminder does not tell me if he can read, write, add, subtract or comprehend the level of French that is expected for that grade level. I strongly suggest that the school system go back to the traditional report card system that actually deals with the core areas. People are trying to change something that does not need changing; as parents, we want our children to succeed and need scholastic issues identified!</p> <p>I would like to know how to get the child meeting expectations and where their particular learning difficulties lie. ie: they work well following the teacher but once on their own rush through their work to get finished to play with centers.</p> <p>A more frequent/consistent opportunity to communicate with the teacher about concerns I have on my child's growth, and their response.</p> <p>What work needs to be done to achieve the next level of grade. Ex: if grade is meets expectations what does he/she need to work on to make exceeds expectations? More personalized reporting.</p> <p>A written report in general from their teacher would be nice. I get samples of my child's work from school which I hardly find to be school work. None of it is what I would consider to be academically challenging for their age group. Knowing that they actually do math, reading, phonics, etc. would be piece of mind that I did the best thing for my kids by putting them in the public school system.</p> <p>I'm not sure but am open to looking at different formats.</p>	<p>little consistency to the teacher in the classroom. Different teaching styles and I have seen very little continuity between teachers. This is not the fault of the substitutes but I feel this is a failure on the part of administration.</p> <p>I have not received a report.</p> <p>I would love it if the class sizes were smaller so that teachers could spend more one on one time with students and thus get to know their strengths and weakness' better. Currently the classes are too large thus the teachers ability to report on a child's progress is limited. Currently the staff at Hillcrest does a great job given the circumstances of class sizes</p> <p>More specific details on what is currently being taught.</p> <p>No</p> <p>Less is more. I'd rather have a few things reported with depth, than lots of things at are generic. (Math, reading, writing, social responsibility - and anything that is unique to my child).</p>	<p>More direct and honest, meaningful as to his skills</p> <p>Strategies being implemented to help organization, support and areas of strengths.</p> <p>More detail</p> <p>I would like to see that the teacher really knows/"gets" our child; I feel the best way to do this would be to have a standard parent/teacher meeting... not because or when we have concerns, but to really hear the teacher's perspective on how our child is doing; translating his experience for us as if we were flies on the wall during a typical day.</p> <p>Have not received any form of feedback.</p> <p>I think a face to face opportunity to discuss the report with the person who made the report, in order to understand the nuances of the situation and to be truly able to evaluate my child's progress.</p> <p>I would like to see grades more often.</p> <p>More relevant info. Report card are all too generic. More specific to child... not necessarily the learning outcomes. Mental health progress needs to be added ie: comfort level in class, with others. Does the student feel valued, heard, an important part of the class etc.</p> <p>His previous teacher sent regular emails outlining what was being taught in class. This year I haven't heard anything and teenage boys don't like to share, so I have no idea what he is doing in school for the most part.</p> <p>Having not received a report card yet this year, I have to go by last year's reports. Although somewhat impersonal, they were okay.</p> <p>Student self-evaluation (even with a teacher signature) should NOT be used as a teacher's interim report.</p> <p>I'd prefer to see each quiz or test result by having each of my children bring the marked paper home for review.</p>	<p>requested a much more structured form this year and feels he has been put at disadvantage due to an unproven experiment that has nothing to do with an education and everything to do with feelings.</p> <p>My child's opinion about their progress</p> <p>The fact that my child is now going to school and engaged, and happy is sign enough, i need more information with regards to adaptations and supports within the program and how to engage my child in that</p> <p>I would like too know when my child has missed assignments</p> <p>Work missing on a weekly basis. Not to find out a week before the semester ends.</p> <p>Hard to answer when they haven't had a report grade 9 had a paper intern (2 of the teachers communicate via email) Grade 12 did not get a paper intern report and it was not posted on line as in previous years. None of Grade12 teachers have made any contact with parent</p> <p>More information on what is being taught in classes, and what students could do to improve. More involvement of teachers in offering support during class and after.</p> <p>No, more teachers need to email reports home more regularity</p> <p>I would like personalized comments about my son, rather than basic information about what the class is working on in general. Also not all teachers use the online progress reports so you have no updates on progress. Thank you</p> <p>I believe the progress reports</p> <p>I only get reports from on course my daughter is taking. I would like to get reports from the other three courses too.</p> <p>way more frequent communication. If I know, I can help. If I don't know, it is</p>
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<p>More warm fuzzy feeling from the teacher to children and parent.</p> <p>If any areas less than excellent, what should parent do</p> <p>More detail and specific examples good or bad. Agenda book feedback is currently nonexistent.</p> <p>No</p> <p>Only be warned if my child needs more help. Give more time for teachers to teach and less pressure to report.</p> <p>I liked the old report cards that gave a written discussion of your child and a grading system it was easier to know what to help your child improve on</p> <p>More frequent reports will be appreciated</p> <p>I'd like to keep some sort of standardization in the reporting process...I want to know how my child is doing compared to other children at his grade level. I don't know a lot about Freshgrade but I am concerned that it will just show me examples of his work. I want to see examples plus a rubric or assessment that shows how his work compares to the expectations of other children his age.</p> <p>I have yet to receive any reports on my child's progress so far this year.</p> <p>This is her first year in kindergarten, so I have not received any reports as of yet.</p> <p>It needs to be simplified.</p> <p>More individual comments!</p> <p>Specific strengths and areas of improvement.</p> <p>Checked boxes and numbers from 1 to 4 are not helpful or informative.</p> <p>Suggestions on how I can support my child at home to make classroom learning easier would be wonderful.</p> <p>Not really.</p> <p>I prefer the general comments about my child's</p>		<p>Reviewing it while it's still fresh in their minds is much better than at the end of the semester. This way I can be more effective with my help at home.</p> <p>I would like to have more frequent emails about what is happening in my child's class. I would also like to see more examples of the work my child produces. I am very concerned that the assessment be measured against a standard that is expected for each stage of development.</p> <p>I would like some form of communication so that I am able to know what is going on with my child's progress. I have paid money for the last two years for school agenda's that aren't getting used. There has been no communication at all about progress, homework, etc.</p> <p>Keep them simple, focused on the fundamentals, objective information. Sorry, I'm a bit old school that way. I like letter grades or the numeric grading system with comments.</p> <p>How to access the information is difficult to find.</p> <p>-Ways in which we can support our child's learning outcomes. -Frequency of reporting on child's progress. - More communication between school and home in a timely manner so that our child's goals for learning can be met in as non-stressful of a way as possible. ex: Schoolwork sent home for completion during the week if needed.</p> <p>With Freshgrade, I can't tell what is relevant and what is not. It is like Facebook for school and it is difficult to tell what it is that I should be looking for. It is more of a running commentary than assessment or evaluation. Some teachers include random marks, but yet you don't know which things are really important. Other teachers include lots of pictures of your child and their work, but again it is difficult to understand what is important to the learning outcomes.</p>	<p>too late when I get a report card.</p> <p>email update in general from all teachers on what is happening in the class so conversations about projects, homework etc can occur</p> <p>If there are missing projects that are effecting their grade, it should tell you what the projects are that are missing.</p> <p>I mainly rely on feedback from my son to let me know how he is doing. To be honest I never even looked at the interim reports. There could update be a link on the email that was sent out to let us know the interim reports were ready so it was easier to click. The part of the report card I care the most about are the personal comments. I know this isn't the place to write this but planning 10 should not be so full of "make- work" projects. Way too much homework in the class.</p> <p>If I want detailed information, I can talk to the teacher. I just need a general indication of level of achievement and work habits.</p> <p>How engaged she is as a learner. How empowered she is as a learner</p> <p>Not at this time</p> <p>More reports from some teachers where no interim feedback has been given..</p> <p>Increased frequency of reporting - eg some teachers post marks for each test/assignment which allows parents to see where the marks are coming from and you can catch problems early on if there are any</p> <p>I would have preferred updates on my sons work habits and grades before he was failing and it was too late to do anything.</p> <p>I'd like to see more teachers create personalized comments rather than generically generated comments, but realize they are short of time.</p>
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<p>progress, rather than the ratings by outcome.</p> <p>More information regarding their areas in need of development or support if they are struggling.</p> <p>No</p> <p>It's the end and of October and all we have is FreshGrade and it's not that informative. It's a great learning tool to learn French with our child. I just don't feel I'm learning if he's progressing in the classroom or learning his personal strengths and weaknesses.</p> <p>I miss the old reports we all grew up with. Always a hand written paragraph on from the teacher to the parent personally about their child/student. It hit home!!</p> <p>My child has just started kindergarten therefore we have only had one parent/teacher meeting to date which was very informative and helpful, as long as communication stays open this way is fine with at least a mid-school written and a final I just don't want to see kids falling thru cracks with lack of communication</p> <p>None</p> <p>Would like a written report of some kind.</p> <p>it is hard to tell at this point in this school year. we have not had parent teacher interviews yet. and not much knowledge of what is happening. I do however like the alternate learning options to keep my child involved for after school home work</p> <p>By weekly reports of issues behaviours and interests.</p> <p>I'm not sure as I haven't received anything to date (explaining my non-committal responses to survey questions!).</p> <p>No</p> <p>So far I really like the agenda that is sent home daily from his teacher. I also receive a division newsletter weekly that explains what they are working on. The teacher is</p>		<p>I find the anecdotal comments the most useful, but I also really like to see the specific examples of work done well or needing to be improved. Right now I just get a sense that they are doing fine or not.</p> <p>Last year my son's teacher was amazing at keeping us informed and posting all his work and marks and putting videos of our sons presentations on fresh grade. At this point in time other then criteria for their assignments that they will be working on I haven't seen the completed work or marks. So early in the year though.</p> <p>Less cookie cutter/ canned comments</p> <p>A bit more communication would be great. I do understand it is hard the teachers to continually communicate with each and every parent of each child in their class. They have such an important role in our child's life and start to the world.</p> <p>More detailed personalized information</p>	<p>More personalized and detailed as to what my child does well, areas needing improvement and ideas for how to support my child's academic potential, both at home and in the classroom.</p> <p>I would like more frequent contact by teacher to provide both progress and I would like to have more frequent contact from my child's teachers. I</p> <p>More individual detail. She gets the same canned comments in three different classes, with different teachers. Also, too much jargon is used. Clearer language would be appreciated.</p> <p>When an assignment has less than 60% on it, I'd like to see what that assignment actually is, rather than a code name and number that makes no sense to me or my child.</p> <p>the first report contained good information but you could tell that some teachers were using the same comments for all the kids in the class, no very student specific which is not what parents want to hear a "canned message"</p> <p>Access to interim marks</p> <p>I get regular reports from some teacher's via email, but feel that ALL of the teachers should be doing this.</p>
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<p>also using an app to send pictures etc. It's great to know what the kids are up to each week.</p> <p>I'd like to see more individuality on the information on report cards. When there is literature added it's generic and doesn't give an intimate detail about my child's progress, areas of strength or where to grow. Seems lackluster</p> <p>It would be good to know a bit more about what the kids are focusing on in class as they head into it so that I can support that at home with more specifically targeted questions and help. Maybe a "check in" option on-line where the teacher posts what is going on and we can send in private messages about how we can help???</p>			
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Is there any information that you receive about your child's progress that is not helpful?

<i>K to Grade 3 Quotes</i>	<i>Grade 4 or 5 Quotes</i>	<i>Grade 6 to 8 Quotes</i>	<i>Grade 9 to 12 Quotes</i>
<p>Generic comments such as "meeting expectations" I am never sure if the teacher and my expectations are the same.</p> <p>All feedback is helpful. Attendance at an early age doesn't really matter, as a parent I know exactly when my child is not there and why. When older it may be important or a split family? Not in our situation.</p> <p>No, all feedback is good. It gives a benchmark or window into what is happening in the classroom from an adult perspective. (Only getting one side)</p> <p>Endless amount of colouring pages</p> <p>Needs to stay on task. What does that insinuate? As a parent who has a hard time staying on task myself, I could use more detailed info... such as, "has a hard time staying on task... when I'm teaching in a group situation" or "...when it's particularly loud", or "when there is friendship drama going on". The more specific, the better for me as a parent.</p> <p>No</p> <p>The report cards are too vague and not helpful at all the 1,2,3,4 numbering system is confusing.</p> <p>No</p> <p>No</p> <p>I don't like it when I get a report that says "my child is struggling", yet it's the first time I've heard anything. I should be able to learn about my child's progress more frequently, not every few months.</p> <p>the 1234. I am glad there isn't a percentage anymore for higher grades. I hope the abc stuff goes too. In ways to support your child's learning... those are just cut and paste. They aren't specific to my child</p>	<p>No</p> <p>Absent / late days report.</p> <p>No</p> <p>P.L.O's too wordy.</p> <p>NO</p> <p>I haven't got a report card ... and no communication from any of their teachers</p> <p>No</p> <p>Government language of learning outcomes.</p> <p>In the past, we've had report comments that have looked like a newsletter. The comments were the same for all, and there was no clear sense that the teacher understood our child's learning strengths and needs. These kind of generic comments are not helpful. We've truly appreciated the past few years where the comments have been very specific and unique to our child.</p> <p>No</p> <p>No</p> <p>Don't remember what is on the report cards as only receive them twice a year... when we do get them, it all seems relevant since it is the only communication we get</p> <p>No</p> <p>Explained under #6.</p> <p>The individual learning outcomes are not needed in most subjects. A brief description of what was covered and a comment on the success/effort of my child would suffice.</p> <p>no</p> <p>Not enough</p> <p>letter grades</p> <p>no</p> <p>no</p> <p>No</p> <p>no</p>	<p>All communication is welcome...</p> <p>Need a little home work</p> <p>No</p> <p>Any information is always going to be helpful is some way though some information may not rate as importantly as another.</p> <p>Most of it</p> <p>Need to know child is behind in the work or not doing well in the class BEFORE the report card (cause then its too late to find a solution)</p> <p>No</p> <p>Not getting enough information about the child's progress</p> <p>We have received very little. This was instigated by us. Any information is helpful in giving insight to her habits when she is not being monitored by her parents.</p> <p>Letter grades mean nothing to me. They can be all 3's and 4's, yet still be a B or C+. Get rid of the ABCF part. TELL ME what my child can do. SHOW me.</p> <p>No</p> <p>No, more info is better perhaps</p> <p>No.</p> <p>No</p> <p>No</p> <p>Letter grades</p> <p>When the comments are general and appear to be applicable to all (copied and pasted to all reports - more of a newsletter), the comments are completely useless.</p> <p>The report card is not personal enough, and the fsa is useless.</p> <p>no</p> <p>no</p> <p>Low marks in organizational skills when they have not been part of the curriculum</p>	<p>No, all information gives an insight into areas of concern or where students excel (both academically and socially). This is very important to understand future goals and areas of additional support required for the student's future objectives.</p> <p>No. The more information provided the better</p> <p>No</p> <p>Incomplete</p> <p>Numbers 1-4 ridiculous. This is not a grade. I need to know what assignments are or are not completed and what percentage she got for a grade.</p> <p>Patently obvious reporting jargon.</p> <p>No</p> <p>No, all information is good.</p> <p>Pictures of assignments that have been handed in. I can see the actual assignment when my child brings it home. Seeing a picture of it and calling that reporting isn't very helpful.</p> <p>I do not like the entire 'meets or exceeds expectations'. What does this even mean? Unless you have the playbook on expectations the average parent does not know what this means. What is the class average? If the average is low is it the children having a problem or is it the teacher having trouble getting the message out? Has my child shown progress or improvement or is he struggling in a specific area? These concerns are missing from progress reports.</p> <p>not at this time</p> <p>no</p> <p>More and more you take away the ability of a parent to do homework with our children. This takes away critical time parents once shared with their kids and</p>

<p>N/a</p> <p>Most of this last 'report card' told us nothing new; just a recap of areas that we identified and already are dealing with as a team with his teacher. Helpful would be giving precise academic feedback. This new system is pitiful and gives the parents no tools to assist their child's areas of weakness.</p> <p>All info is good info!</p> <p>no</p> <p>No.</p> <p>I don't get any reassurance that my child has made progress (or does actual school work) so far. He thinks he's going to school to play games.</p> <p>Teachers lack of communication to parents besides just a hello</p> <p>no</p> <p>No</p> <p>no</p> <p>None</p> <p>any feedback is good</p> <p>Currently, on the report card, I mostly just read the comments, then scan the report card to make sure all of the outcomes are "meeting expectations." The language of the PLOs is not "lay person" friendly.</p> <p>I don't want to know every detail about every subject. I just want an overall grade.</p> <p>see previous comments in #6</p> <p>No</p> <p>Student led conferences are not helpful. Parent teacher interviews at times appropriate for all parent, including parents who work, are more useful</p> <p>No</p> <p>We haven't received anything besides FreshGrade.</p> <p>No, all communication is helpful and encouraged</p> <p>No</p>	<p>no</p> <p>No</p> <p>no</p> <p>Her teacher is not only French but from Quebec so has poor English. At our parent teacher interview she was unable to tell us problem areas because she was always saying "I don't know the English word"</p> <p>No</p> <p>attendance- doesn't matter to me</p> <p>No</p> <p>I have not received any information</p> <p>No.</p> <p>No</p> <p>Generic information that tells us all the units that have been studied, but tell me little about my child.</p>	<p>no</p> <p>Information that is too general; that reads as if it is cut and pasted onto each report card. Anything that is important ought to be discussed in person vs. written on a report card.</p> <p>N/A</p> <p>Attendance. In the lower grades, as parents we know when our child has missed school. Unless attendance (or lack thereof) has been a factor in my child's ability to get their work done and keep up with the class.</p> <p>No</p> <p>I don't need to know every little learning outcome. The comments given directly about my child are often meaningless and generic</p> <p>no</p> <p>Student self- evaluations</p> <p>No</p> <p>I enjoy reading all of the information I receive about my child. I would rather have more information.</p> <p>I receive nothing</p> <p>Fluff.</p> <p>Lack of responses is frustrating</p> <p>-Assessments that offer a snapshot of child's progress, or lack thereof, without offering any supports or solutions to aid in improvement... -</p> <p>I don't care for the Facebook style that Freshgrade has. I don't want updates or photos of what my child is doing that is not relevant to their learning.</p> <p>80% of communication is about fund raising, 15% is about minority /special needs programs that don't apply and five percent is how the school and district think I should help. IE, seminars/ special interest groups. Ways for me to teach my child instead of keeping me informed of how my kid is doing and what the teachers are doing.</p> <p>N/A</p>	<p>opened up conversations to so much more!!!</p> <p>Their attendance</p> <p>one thing is that the program in trying to inspire the students to be interested in something. this is difficult for my child. as it hard to bring those pieces out in her</p> <p>no</p> <p>no answer - no progress reports</p> <p>Lack of guidelines on how and where they can get help to improve marks. Teacher's just handing out work without really explaining the subject. Knowing that the majority don't get the work but aren't willing to go the extra step to help students get through the work. So the lack of support is the major problem in my child's progress</p> <p>no</p> <p>Not really.</p> <p>No</p> <p>no. Although when my stronger child gets reports that all same *** is an excellent student- and that is it- it doesn't feel very personal.</p> <p>NA</p> <p>Not really</p> <p>I appreciate that teachers put a lot of effort into commenting on particular learning outcomes, but I don't really need it - I just skim over it.</p> <p>Her grade is meaningless!</p> <p>No.</p> <p>No</p> <p>Any and all info would have been helpful</p> <p>Feedback written in report cards is usually very general and does not provide useful information as to my child's progress. Reports are also not provided often or soon enough and it is usually not until the first report card is received that parents become aware that their child may be struggling, at which point it is difficult and often too late to</p>
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<p>I dislike the parent conferences at hpe in lieu of the traditional report card. I would prefer to arrange a meeting should I have any concerns rather than be told I have to partake in the conferences. I don't like that it means half days of school for the students in order to facilitate the reporting. It isn't conducive to busy homes with extracurricular activities and working parents.</p> <p>no</p> <p>No</p> <p>no</p> <p>No - everything is very helpful.</p> <p>No. All information is helpful and appreciated.</p> <p>not so far</p> <p>No . the info I receive is relevant to Academics</p> <p>Haven't received anything!</p> <p>Not really</p> <p>Attendance... I know if my kid is home or not</p> <p>All is good!</p> <p>No not really</p> <p>No</p> <p>It is too early in the school year to comment.</p>		<p>no</p> <p>General "cookie cutter" statements describing the learning group as a whole. We don't need to know what the class has done, we need to know what stood out as successes and failures for our child to be able to set them on the correct path with their continued education at home.</p> <p>As much information as we can get is always helpful.</p> <p>Fresh grade</p> <p>Report cards.</p> <p>We don't receive much information.</p> <p>No</p> <p>My daughter has some learning difficulties. Instead of showing me what she is behind in, why not help by providing additional worksheets etc.</p> <p>Click and drop responses</p> <p>Too many numbers not enough specifics- I'd like more personalized comments about fewer things.</p> <p>I have received no feedback!</p> <p>Their attendance. At his age I know when he attends school and when he is late.</p>	<p>provide adequate support. Providing parents with meaningful and timely information on their child's progress is an area that needs to be greatly improved upon.</p> <p>The interim report I received was personalized which I appreciate. I would just like more interaction from teachers on how my child is doing and what can be done to achieve learning goals.</p> <p>No, but clarity of expression would be helpful.</p> <p>need more personal information, child specific, less generic</p> <p>Report card comments in French are not that helpful to me.</p> <p>Many reports contain meaningless information: a teacher name appears on the upper right hand corner of the report, it is not one of her classroom teachers and there is no indication of this person's role. Effort assignment is graded with both a letter and a number, but inconsistently. I.e. "G-2, or G-4. No legend clarifies these codes. This has been confusing to everyone.</p> <p>I haven't received anything yet except from her socials teacher</p> <p>Generic comments.</p> <p>comments like "Good job", General comments that don't give specific information.</p> <p>No</p> <p>They go into great detail what they are doing but not how they are doing</p> <p>Generic report cards - I respect that the task of completing report cards is onerous and time consuming, however, giving a parent something which contains very generic statements which are not very specific to the child is useless.</p> <p>No; every bit is important.</p>
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			<p>Platitudes such as: _____ is a pleasure to have in class. Percentages.</p> <p>No</p> <p>there have been occasions in the past where, after the fact, I was able to piece together just where my child was in comparison to other children in her class, but was not given clear understanding of where she was in the larger picture. therefore i was unable to come alongside and support her at home properly.</p> <p>Pointless preset sentences.</p> <p>Not yet because again we haven't YET received an actual Report Card for the year</p> <p>No</p> <p>Canned comments.</p> <p>No</p>
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Assessment and Reporting Belief Statements

Based on the feedback, opinions and insight from School District 83 education stakeholders.

Assessment

School District 83 believes the primary purpose of assessment is to gather evidence and to provide information to improve student learning.

Quality assessment:

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves students in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- communicates clearly to the learner and parents where the student is at, what they are working towards, and the ways that learning can be supported

Learning is a process and knowing where you are is more important than where you started or how long it took for you to get there.

Communicating Student Learning

School District 83 is firmly committed to effective practices for reporting and communicating student learning.

Communicating Student Learning:

- is a shift from “episodic” reporting to timely, meaningful, authentic and child-specific communication of learning.
- provides meaningful descriptions, collections and/or demonstrations of student learning.
- informs students, parents and others what has been accomplished (based on standards or benchmarks) and the next steps in the learning process.
- involves curricular competencies, key areas of learning, and student self-assessment.
- provides personalized, child-specific feedback, including ways to support learning at school and at home.

Through multiple means and varied strategies, student learning is made visible, and successes are celebrated. In this process, new learning goals and targets are established and ways to support student learning are described.

Appendix G - Please see Webwriter report card template, on following pages.

-Please attach report card to this appendix



Progress Report for [REDACTED]

Highland Park Elem
3200 Wood Ave
Armstrong, BC V0E 1B0
Tel: (250) 546-8723

[REDACTED]		GRADE 1	ATTENDANCE RECORD FROM 2017-09-05 TO 2017-11-24												
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
HOMEROOM [REDACTED]	TEACHER [REDACTED]	ABSENT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	STUDENT PEN 141344820	LATE	0	0	0	0	0	0	0	0	0	0	0	0	0

Core Competencies



STUDENT ASSESSMENT SCALE

EX or 4 Extending

- o work exceeds grade level expectations
- o demonstrates superior performance of learning standards
- o independently takes initiative to extend their own learning and understanding

AP or 3 Applying

- o work meets grade level expectations
- o consistently applies understanding and demonstrates learning in a variety of situations
- o generally works independently

DV or 2 Developing

- o work meets grade level expectations at minimal level
- o can understand the learning standards at a basic level or in familiar situations
- o requires some support

EM or 1 Emerging

- o work does not yet meet grade level expectations
- o may show evidence of progress toward relevant learning standards
- o requires on-going support

If the black square is on the line between two boxes, your child's achievement is between those two levels.

G or GOOD - consistently meets criteria

S or SATISFACTORY - usually meets criteria

N or NEEDS IMPROVEMENT - occasionally or rarely meets criteria

Academic Progress

Subject		Report 1
LANG ARTS 1	Oral	EM DV AP EX
	Reading	EM DV AP EX
	Writing	EM DV AP EX
MATH 1	Basic Skills	EM DV AP EX
	Understanding & Solving	EM DV AP EX
SOCIALS 1	Course Assessment	EM DV AP EX
SCIENCE 1	Course Assessment	EM DV AP EX
PE 1	Course Assessment	EM DV AP EX

ARTS EDUC 1	Drama	EM	DV	AP	EX
	Music	EM	DV	AP	EX
	Visual Arts	EM	DV	AP	EX
CAREER ED 1	Course Assessment	EM	DV	AP	EX

WORK HABITS	Report 1	SOCIAL & PERSONAL DEVELOPMENT	Report 1
Independence	G	Contributes to class and school community	G
Responsibility	G	Solves problems in peaceful ways	G
Cooperation	G	Treats others fairly and respectfully	G

COMMENTS

Report 1
 [redacted] is a friendly and helpful member of our class who participates fully in all classroom activities. He uses his class time effectively and strives for his "personal best" product. [redacted] knows the routines well and enjoys his leadership role as a gym helper. He is cooperative and a good sport in the gym when playing games. [redacted] demonstrates solid reading skills and can decode new words using the sounds we have learned. His printing is neat and organized and he is starting to write sentences on his own. [redacted] enjoys Math and demonstrated good skills in counting numbers, making patterns, and showing the numbers to 20. It is a pleasure to teach [redacted] this year. He is an active listener and shares relevant ideas during discussions. I appreciate his excellent manners and respect for others at school.

GOALS

Report 1
 The goal for this term is to read daily to improve fluency and comprehension. By the end of next term I would like [redacted] to be reading at a Benchmark level 12 or A-Z level G at an independent level. You can support your child by providing time to practice their home reading books nightly. Review of the weekly spelling list, daily worksheets, and booklets will also help to reinforce the reading skills we are learning. At school we will learn new strategies to improve fluency and have time set aside each day for independent practice during silent reading.