

reporting

The goal of reporting and communicating student learning is to ensure that parents are well informed about their children’s progress, while being aligned with the directions of the revised curriculum.

Summary of Elementary Reporting Requirements (Progress Reports/Summative Report)

K-3

	Term 1	Term 2	Term 3/Summative
<p>Curricular Areas</p> <p>Formal reports will include the provincial proficiency scale and descriptive, strength-based feedback to communicate progress in all areas of learning.</p>	<p>ELA or FLA Mathematics Science Social Studies PHE Arts Education</p>	<p>ELA or FLA Mathematics Science Social Studies PHE Arts Education</p>	<p>ELA or FLA Mathematics Science Social Studies PHE Arts Education ADST Career Education</p>
Student Engagement	Descriptive feedback on student engagement and behaviour.	Descriptive feedback on student engagement and behaviour.	Descriptive feedback on student engagement and behaviour.
Core Competencies	Self-Assessment of the Communication Competency	Self-Assessment of the Personal/Social Competency	Self-Assessment of the Thinking Competency
Principal Consultation	Principal will review each term.	Principal will review each term.	Principal will review the final, Summative Report.
Parent/Guardian Dialogue	Parent/Guardian will verify that they have received the progress report.	Parent/Guardian will verify that they have received the progress report.	

*Teachers may switch the order of the Core Competencies Self-Assessments, but must include at least one Self-Assessment from each of the three Core Competencies by the end of the year.

4-5

	Term 1	Term 2	Term 3/Summative
<p>Curricular Areas</p> <p>Formal reports will include the provincial proficiency scale and descriptive, strength-based feedback to communicate progress in all areas of learning. Teachers not using letter grades must be prepared to provide them to parents on request.</p>	ELA or FLA Mathematics Science Social Studies PHE Arts Education 2 nd Language for Grades 5	ELA or FLA Mathematics Science Social Studies PHE Arts Education 2 nd Language for Grades 5	ELA or FLA Mathematics Science Social Studies PHE Arts Education 2 nd Language for Grades 5 ADST Career Education
Student Engagement	Descriptive feedback on student engagement and behaviour.	Descriptive feedback on student engagement and behaviour.	Descriptive feedback on student engagement and behaviour.
Core Competencies	Self-Assessment of the Communication Competency	Self-Assessment of the Personal/Social Competency	Self-Assessment of the Thinking Competency
Principal Consultation	Principal will review each term.	Principal will review each term.	Principal will review the final, Summative Report.
Parent/Guardian Dialogue	Parent/Guardian will verify that they have received the progress report.	Parent/Guardian will verify that they have received the progress report.	

*Teachers may switch the order of the Core Competencies Self-Assessments, but must include at least one Self-Assessment from each of the three Core Competencies by the end of the year.

6-7

	Term 1	Term 2	Term 3/Summative
<p>Curricular Areas</p> <p>Formal reports will include the provincial proficiency scale and descriptive, strength-based feedback to communicate progress in all areas of learning. Teachers not using letter grades must be prepared to provide them to parents on request.</p>	<p>ELA or FLA Mathematics Science Social Studies PHE Arts Education ADST Career Education 2nd language</p>	<p>ELA or FLA Mathematics Science Social Studies PHE Arts Education ADST Career Education 2nd language</p>	<p>ELA or FLA Mathematics Science Social Studies PHE Arts Education ADST Career Education 2nd language</p>
Student Engagement	Descriptive feedback on student engagement and behaviour.	Descriptive feedback on student engagement and behaviour.	Descriptive feedback on student engagement and behaviour.
Core Competencies	Self-Assessment of the Communication Competency	Self-Assessment of the Personal/Social Competency	Self-Assessment of the Thinking Competency
Principal Consultation	Principal will review each term.	Principal will review each term.	Principal will review the final, Summative Report.
Parent/Guardian Dialogue	Parent/Guardian will verify that they have received the progress report.	Parent/Guardian will verify that they have received the progress report.	

*Teachers may switch the order of the Core Competencies Self-Assessments, but must include at least one Self-Assessment from each of the three Core Competencies by the end of the year.

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Summary of Elementary Reporting Requirements (Eportfolios/Summative Report)

Each post or entry should be titled, tagged, and clearly related to Competencies and Content (Learning Standards). The post should also provide descriptive feedback that describe the significant aspects of the student’s learning progress and includes an evaluative statement or references to a rubric or performance standard. Next steps (written as a goal statement from student and/or teacher) should be included, as well. This should also describe how next steps can be supported either at home or at school.

Due to the cross-curricular nature of the redesigned curriculum, portfolio posts/entries may address multiple curricular areas and competencies.

	K-3		4-5		6-7	
Curricular Areas □ Communication frequency by the end of the year.	ELA or FLA Mathematics Science Social Studies PHE Arts Education ADST Career Education	5 posts/entries 2 posts/entries 2 posts/entries 2 posts/entries 2 posts/entries 2 posts/entries 1 post/entry 1 post/entry	ELA or FLA Mathematics Science Social Studies PHE Arts Education 2 nd Language (for 5s) ADST Career Education	5 posts/entries 2 posts/entries 2 posts/entries 2 posts/entries 2 posts/entries 2 posts/entries 1 post/entry 1 post/entry 1 post/entry	ELA or FLA Mathematics Science Social Studies PHE Arts Education ADST Career Education 2 nd language	4 posts/entries 2 posts/entries 2 posts/entries 2 posts/entries 2 posts/entries 2 posts/entries 2 posts/entries 1 post/entry 1 post/entry
Student Engagement	2 posts/entries		2 posts/entries		2 posts/entries	
Core Competencies	Self-Assessment of the three Core Competencies		Self-Assessment of the three Core Competencies		Self-Assessment of the three Core Competencies	
Summative Report	See Term 3 of the traditional reporting requirements.		See Term 3 of the traditional reporting requirements. Letter grades will be provided if parents/guardians request them.		See Term 3 of the traditional reporting requirements. Letter grades will be provided if parents/guardians request them.	
Principal Consultation	Principal will review throughout the year.		Principal will review throughout the year.		Principal will review throughout the year.	
Parent/Guardian Dialogue	Parent/Guardian will verify that they have reviewed the eportfolio.		Parent/Guardian will verify that they have reviewed the eportfolio.		Parent/Guardian will verify that they have reviewed the eportfolio.	

Celebrations of Learning:

Celebrations of Learning (for example, a fieldtrip highlight, a classroom or event highlight, a social/emotional highlight, or an extra-curricular activity, etc.) may also be included, but these would be in addition to the assessment reporting posts/entries. Keep in mind that it's important to not overwhelm the portfolio with too much media.