

2020-2021 Elementary Year End Reporting Guidelines

Prepared for Teachers May 12, 2021

- All students shall receive a year-end final summative progress report.
- Teachers will use their professional judgment as to how they evaluate work that has been gathered and report on student progress based on the available evidence of learning provided during the learning from home period.
- Year-end final summative reports should reflect the student's overall proficiency and achievement as of the end of the school year.

Students attending full time face to face: It is expected that students in this category would receive robust summative reporting that covers all aspects outlined in the reporting order and [AP 361](#). This includes providing a proficiency level on their report card in all the [required subject areas](#) with the following exceptions:

- Students who are learning significantly below the curricular standard - ie on a modified program in the subject. A typical example would be a reception level ELL student in Language Arts: in the past students identified in this category had an * instead of a letter grade - now the teacher should put 'See Comment' instead of the proficiency level and describe what the student is doing/learning.
Recent arrivals - students arriving in the month of June or thereabouts.

Students on Option 4: It is expected that Option 4 students will receive a summative report that to the greatest extent possible meets the criteria set out in the reporting order and AP 361. In most cases, these students' reports should also contain a proficiency level based on the available evidence of learning that the teacher has for the student even if it is less substantial than in an ordinary year.

Within the summative report for these students, teachers should include the standard District prefatory comment for students who are currently following Option 4:

"As per parent/guardian choice, this student has been following the District's Learning from Home Transition option. This was offered in response to the global COVID-19 pandemic. The Learning from Home Transition option provides families with school connection and some support for learning the curriculum. This report reflects progress based on the available evidence of learning. It also reflects student participation and engagement during their time in this option. As such, a proficiency level indication may not be possible for all subject areas."

This comment shall not be used for students who were previously but are no longer on Option 4.

Where they have focussed their support to Option 4 students primarily on Literacy and Numeracy, teachers should be able to indicate a proficiency scale level and descriptive comments for Language Arts and Math at a minimum. Teachers should, however, comment on student progress based on whatever evidence of learning is available for the other subject areas. Where evaluation of proficiency is based on limited evidence of learning, it is appropriate to comment on what the proficiency indicator was based on. If none is available, and with the agreement of administration, a proficiency scale level for those subject areas would not be indicated.

Students not in option 4 but who have remained at home for large portions of the year: Similar to reporting on Option 4 students, to the greatest extent possible, teachers should provide summative reports that meet the criteria set out in the reporting order and AP 361. Students' reports should contain a proficiency level based on the available evidence of learning that the teacher has for the student even if it is less substantial than in an ordinary year. A description of the student's absence can be noted objectively. Teachers should strive to provide information that can provide feedback to advance students' learning. These could address:

- Descriptions of what they are doing well, what they can improve upon, and what goals they might set for their learning;
- Ways for parents to help support their child's learning;
- Recommendations to future teachers that can assist in subsequent instructional and organizational planning.

In other words, teachers are encouraged to provide as much information about student learning as possible.

Students on ELL/RT or Special Education Support Programs: Again, the expectation remains that all students identified as requiring additional service and support need to receive a summative report. Teachers should assess, evaluate and report on available evidence of learning from the time they did work with the student. The content of this evidence may be substantially reduced. Therefore, if no proficiency scale indicator is possible, it is necessary to anecdotally provide as much objective information as possible to accurately describe progress. Teachers can, for instance, comment on the student's participation and engagement, and should provide:

- Descriptions of what they are doing well, what they can improve upon, and what goals they might set for their learning;
- Ways for parents to help support their child's learning;
- Recommendations to future teachers that can assist in subsequent instructional and organizational planning.

For ELL audit compliance, there is no Ministry requirement to report on frequency or nature of service (ie pull-out, in-class, consultative), even though this has been a typical VSB practice. However, in addition to the "ELL support received" tick box on the on-line reporting tool, the following comment should be included within the Descriptive Written Comments: " has received English Language support this year from our ELL teacher. See comments/insert." The comments or insert would include a description of student progress following the above bullets.

Where no proficiency scale indicator is used: Teachers contemplating not indicating a proficiency scale level for a subject area on a student's report card should first review the circumstances of this decision (efforts made, evidence collected) with their Principal. Where not including a proficiency scale level is agreed to be appropriate, the following comment may be added to that student's report for the pertinent subject area(s): "No evaluation of proficiency is possible this year."

Letter Grades: As per the Provincial Reporting Order, even though student progress is described on a proficiency level scale, letter grades shall be issued to parents upon request.

Student Self-Assessments of Core Competencies: Students need to complete a year-end summary self-assessment that reflects all three core competencies. This can reflect one sub-competency or facet from each of the three competencies or can address all three in a broader sense. For Option 4 or students with low attendance, this expectation can be reduced.

More information on [Core Competencies](#), including report comment options.

Assignment to next year's grade: Generally speaking, all students shall progress to the following year's grade regardless of their level of participation or engagement. Promotion and Retention is a decision of the Principal.

PSR Data Entry: Further information regarding PSR data entry will be forthcoming.