



# Elementary Reporting & Assessment

October 23th,  
2020

## Session Objectives:

- Information Sharing - Elementary MyEd Reporting
- Delving into the scale
- Next steps with assessment



*The beauty of a tree  
lies in its branches  
but its strength lies  
in its roots*



# MyEd Elementary Report Cards

After much consultation and discussion, we have decided to proceed with our plan to support a move for Elementary Schools to MyEd Report Cards.



## Benefits:

- Less stress around formatting, printing and report card paper.
- All data - school year, teacher's name, and attendance information will be automatically added.
- Easy to work on between home and school and also easy to share online drafts.
- MyEd allows us to track how students are doing over time and helps us to make more informed decisions about where to invest resources.
- More consistency as teachers move from school to school around the reporting process. Also consistent with middle and secondary school reporting.
- Helps us to avoid the end of the year PR card process.

# MyEd Elementary Report Cards



## Considerations:

- More change in a year that has been nothing but!
- MyEd template limiting - no customization, tables, photos can be added - just text.
- Students will be reported on course-by-course. A term comment section can speak to general trends but a box will automatically be generated for each “course”.
- Navigation can take time to get used to. You need to “click in and out of different courses - you can’t edit the report as one document only course by course.
- Teachers and school-based MyEd Key Operators will require some MyEd support.

# MyEd Elementary Report - Sample & Support

December 15th, 2020

Student Name (DIV)



Communicating Student Learning  
2020-2021  
Student Name

PEN: 123456789  
Current Grade 03



5238 Cordova Bay Road  
Victoria B.C.  
V8Y 2L2  
250 658-5315

## School Message

## Performance Standard Descriptors

**Emerging:** The student demonstrates an initial understanding of the concepts and/or competencies relevant to expected learning.

**Developing:** The student demonstrates a partial understanding of the concepts and/or competencies relevant to expected learning.

**Proficient:** The student demonstrates a solid understanding of the concepts and/or competencies relevant to expected learning.

**Extending:** The student demonstrates a sophisticated understanding of the concepts and/or competencies relevant to expected learning.

## Teacher Overall Comment

The teacher overall comment is an introductory statement about the student and how they have progressed or contribute to the classroom. Individual successes, achievements, or highlights from the term can be shared as well as general statements about learning behaviours and learning needs that are consistent across subject areas. NOTE - learning behaviours also need to be reported on by subject. Just as we report on achievement for each subject, we report on how learning behaviours impact achievement (positively or negatively).

## SUBJECT

**Teacher Name**

<https://curriculum.gov.bc.ca/curriculum>

## PROFICIENT

Teacher created comment which outlines: Strengths and achievement- What the student can do. What the student is still working towards. Next steps - Ways to support continued learning .  
Written descriptive feedback on student learning behaviours.

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## ATTENDANCE RECORD FOR 2020

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
ABSENT	3.0	1.0	-	-	-	-	-	-	-	-	-	-	4.0
LATE	-	-	-	-	-	-	-	-	-	-	-	-	-

Principal's Signature

# MyEd Elementary Report - Sample & Support

## Elementary Reporting: Communicating Student Learning



### Effective report card comments will include:

1. Strengths and achievement- What the student can do
2. What the student is still working towards
3. Next steps - Ways to support continued learning
4. Written descriptive feedback on student learning behaviours

\* For students with IEPs, include a comment about effective strategies that have been used. Comments should be used.

### Top Tips

- maintain focus on the student
- provide parents / guardians with organized, clean, precise, and meaningful feedback
- identify specific challenges
- use specific step(s) to the challenge(s) identified
- use language that parents/guardians will understand and teacher jargon
- connect comments to curricular competencies but avoid generic list of what was learnt
- provide examples to help clarify the statements
- help parents/guardians understand how they can support learning at home

### Learning Behaviours

Use the anecdotal comments on student learning behaviours using a frequency scale (for example: not yet, sometimes, most of the time, consistently). Report on learning behaviours that are appropriate for the student and the context. Refer to the table below.

- participates in lessons and learning opportunities
- has materials ready and begins tasks independently
- uses class time productively
- cooperates well with others and is supportive of peers
- work shows effort and care
- is resourceful (seeks solutions independently)
- completes assignments and assignments on time
- reflects on progress and sets goals to improve work and set goals

### Achievement

The following proficiency-based systems which may be helpful when writing proficiency-based report comments:

Emerging	Developing	Proficient	Extending
<ul style="list-style-type: none"> <li>• shows some understanding of...</li> <li>• is beginning to...</li> <li>• may be able to...</li> <li>• is starting to...</li> <li>• requires support to...</li> <li>• is not yet able to...</li> <li>• does not yet...</li> <li>• needs a great deal of assistance to...</li> <li>• seldom...</li> <li>• has not yet demonstrated...</li> <li>• with direct support...</li> <li>• rarely...</li> <li>• has difficulty with...</li> <li>• struggles to...</li> <li>• has a limited understanding of...</li> </ul>	<ul style="list-style-type: none"> <li>• is able to... at a basic level/in familiar situations</li> <li>• with support shows an understanding of...</li> <li>• is working on...</li> <li>• needs reminders to...</li> <li>• sometimes...</li> <li>• with support is able to...</li> <li>• with prompting is able to...</li> <li>• occasionally is...</li> <li>• has some difficulty with...</li> <li>• is developing...</li> <li>• is aware of... but is not yet...</li> <li>• rarely...</li> <li>• has difficulty with...</li> <li>• strives to...</li> </ul>	<ul style="list-style-type: none"> <li>• is able to demonstrate...</li> <li>• engages in...</li> <li>• consistently demonstrates the ability to...</li> <li>• is able to...</li> <li>• understands...</li> <li>• is competent with...</li> <li>• is capable of...</li> <li>• demonstrates a solid understanding of...</li> <li>• can describe... with detail/accuracy/confidence</li> <li>• demonstrates a comprehensive understanding of...</li> <li>• can independently...</li> </ul>	<ul style="list-style-type: none"> <li>• creatively/insightfully applies...</li> <li>• is innovative when...</li> <li>• shows in depth understanding of...</li> <li>• in complex situations, is able to...</li> <li>• is strategic...</li> <li>• extends learning by...</li> <li>• consistently...</li> <li>• to a high degree...</li> <li>• is highly skilled at...</li> </ul>

Based on Reporting and Communicating Student Progress - 2014

### Term Overall Comments:

- The term overall comment will be the first comment section on the report.
- The purpose of the term overall comment is to provide an introduction or soft-landing to the report as well as share information about the student as a learner.

### Term Overall Comments COULD Include:

1. an introductory statement about the student and how they have contributed to the classroom
2. individual successes, achievements, or highlights
3. general statements about learning behaviours that are consistent across subject areas. NOTE: Learning behaviours should not be reported on by subject. Just as we report on a student for each subject, we should report on learning behaviours impact achievement from a holistic perspective.
4. specific comments about learning needs

The following examples can be used as a guide when writing term overall comments:

**Term Overall Comment (for a student that does have an IEP. The comment documents specific strategies and adaptations will be shared.)**

STUDENT has had a strong transition to grade three. He continues to demonstrate participation in class discussions and appreciates his/HERSHE comments. He is becoming more willing to ask for help when HE/SHE needs it. STUDENT is making progress on HIS/HER goal and is becoming more independent, especially in Math.

**Term Overall Comment (for a student that does not have an IEP. The comment documents learning behaviours and adaptations used across subject areas)**

STUDENT is working hard to settle into the routines and expectations of elementary school. He has a positive energy that sets a good tone in our classroom. STUDENT struggles to get back on task on classroom tasks, and it is very difficult for HIM/HER to get back on task when he gets distracted. One strategy that has worked well has been chunking longer assignments into smaller parts. We will continue to use this strategy to help STUDENT meet HIS/HER goals.

STUDENT has made good progress in both skills and confidence. HE/SHE is taking on more responsibility for HIS/HER own learning and is more willing to take the time to do HIS/HER best work. HE/SHE is a creative thinker and very capable learner. I encourage HIM/HER to continue to push HIMSELF/HERSELF just a little more. With continued effort, HE/SHE will accomplish HIS/HER goals.

Student achievement is reported on using a proficiency scale.

Proficiency Scale	→			
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

## MyEd Elementary Report Cards Timeline



- **Oct 29th - 12:00 - 3:00pm District Training Lab:**  
Key Operator Training
- **Nov 2 (North), Nov 3 (Central), Nov 4 (South).** Teacher and Admin planning meetings: All meetings 1-3 pm at the Saanich Learning Center
- **November 10-17:** Staff Meeting orientation
- **November 20:** School Based support for reporting
- **December 7-18:** Report Cards home



## Proficiency Scale



**Emerging**

The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.

**Developing**

The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.

**Proficient**

The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.

**Extending**

The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

# Emerging

I need a great deal of assistance to....  
I have difficulty with.....



# Emerging

I need a great deal of assistance to....  
I have difficulty with.....

- *shows some understanding of...*
- *is beginning to...*
- *may be able to...*
- *is starting to...*
- *requires support to...*
- *is not yet able to...*
- *does not yet...*
- *needs a great deal of assistance to...*
- *seldom...*
- *has not yet demonstrated...*
- *with direct support....*
- *rarely...*
- *has difficulty with...*
- *struggles to...*
- *has a limited understanding of...*

# Emerging

I need a great deal of assistance to....  
I have difficulty with.....

- These students struggle significantly with academic skills.
- They need continued and intensive support to interact with the material provided.
- This is a sign that further intervention to support the student is required.
- May be in one or all areas.
- Specific feedback is required.
- Work habits and behavior are not a factor in this assessment.

# Developing



I can at a Basic Level.....

With support I am able To.....



# Developing

I can at a Basic Level.....

With support I am able To.....

- *is able to... at a basic level/in familiar situations*
- *with support shows an understanding of*
- *is working on...*
- *needs reminders to...*
- *sometimes...*
- *with support is able to...*
- *with prompting is able to...*
- *occasionally is...*
- *has some difficulty with...*
- *is developing...*
- *is aware of... but is not yet applying independently*
- *strives to...*

# Developing

I need a great deal of assistance to....  
I have difficulty with.....

- These students are progressing in their learning.
- They are able to understand and complete some tasks but are still struggling with others.
- It is important to identify what the student can do and is still working towards in order to show proficiency.
- This is a perfectly acceptable place for a student to be, particularly early in the year.
- A developing assessment does not indicate a concern with the student's learning but rather identifies areas for concentration and growth.
- It is essential to separate work habits and behavior from the students' academic proficiencies.

# Proficient

I am able to demonstrate.....

I have a solid understanding of.....





# Proficient

I am able to demonstrate.....

I have a solid understanding of.....

- *is able to demonstrate...*
- *engages in...*
- *consistently demonstrates the ability to...*
- *is able to...*
- *understands...*
- *is competent with...*
- *is capable of...*
- *demonstrates a solid understanding of...*
- *can describe...with detail/accuracy/confidence*
- *demonstrates a comprehensive understanding of...*
- *can independently...*

# Proficient

I am able to demonstrate.....

I have a solid understanding of.....

- This student is exactly where we would hope they would be.
- They show a solid understanding of the main concepts and are able to complete most tasks.
- The proficient category can seem quite large sometimes so it can be helpful to share with students if they have just left developing or are approaching extending.
- Students in this category still need to know what areas they need to focus on and strategies about how to progress.
- It is important to separate students work habits and behaviors when assessing their learning.

# Extending

I am highly skilled at.....

I have extended my learning by.....



# Extending

I am highly skilled at.....

I have extended my learning by.....

- *creatively/insightfully applies...*
- *is innovative when...*
- *shows in depth understanding of...*
- *in complex situations, is able to...*
- *is strategic...*

- *extends learning by...*
- *consistently...*
- *to a high degree...*
- *is highly skilled at...*

# Extending

I am highly skilled at.....

I have extended my learning by.....

- We use this category when a student is beyond what we would expect.
- This category is not about putting in extra effort and doing things “right.” It is about the demonstration of learning at a high level (i.e. a student who appropriate uses sophisticated vocabulary in their writing).
- Students in this category still need to know what areas they need to focus on and strategies about how to progress.
- It is important that students don’t see extending as unattainable. We do want to see the extending assessment used when appropriate.

## Achievement

The following table provides stems which may be helpful when writing proficiency based report comments:

<i>Emerging</i>	<i>Developing</i>	<i>Proficient</i>	<i>Extending</i>
<ul style="list-style-type: none"> <li>● <i>shows some understanding of...</i></li> <li>● <i>is beginning to...</i></li> <li>● <i>may be able to...</i></li> <li>● <i>is starting to...</i></li> <li>● <i>requires support to...</i></li> <li>● <i>is not yet able to...</i></li> <li>● <i>does not yet...</i></li> <li>● <i>needs a great deal of assistance to...</i></li> <li>● <i>seldom...</i></li> <li>● <i>has not yet demonstrated...</i></li> <li>● <i>with direct support...</i></li> <li>● <i>rarely...</i></li> <li>● <i>has difficulty with...</i></li> <li>● <i>struggles to...</i></li> <li>● <i>has a limited understanding of...</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>is able to... at a basic level/in familiar situations</i></li> <li>● <i>with support shows an understanding of</i></li> <li>● <i>is working on...</i></li> <li>● <i>needs reminders to...</i></li> <li>● <i>sometimes...</i></li> <li>● <i>with support is able to...</i></li> <li>● <i>with prompting is able to...</i></li> <li>● <i>occasionally is...</i></li> <li>● <i>has some difficulty with...</i></li> <li>● <i>is developing...</i></li> <li>● <i>is aware of... but is not yet applying independently</i></li> <li>● <i>strives to...</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>is able to demonstrate...</i></li> <li>● <i>engages in...</i></li> <li>● <i>consistently demonstrates the ability to...</i></li> <li>● <i>is able to...</i></li> <li>● <i>understands...</i></li> <li>● <i>is competent with...</i></li> <li>● <i>is capable of...</i></li> <li>● <i>demonstrates a solid understanding of...</i></li> <li>● <i>can describe...with detail/accuracy/confidence</i></li> <li>● <i>demonstrates a comprehensive understanding of...</i></li> <li>● <i>can independently...</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>creatively/insightfully applies...</i></li> <li>● <i>is innovative when...</i></li> <li>● <i>shows in depth understanding of...</i></li> <li>● <i>in complex situations, is able to...</i></li> <li>● <i>is strategic...</i></li> <li>● <i>extends learning by...</i></li> <li>● <i>consistently...</i></li> <li>● <i>to a high degree...</i></li> <li>● <i>is highly skilled at...</i></li> </ul>

# Learning Behaviours

## Learning Behaviours

Embed anecdotal comments on student learning behaviours using a frequency scale (**for example: not yet, sometimes, most of the time, consistently**). Report on learning behaviours that are appropriate for the student and the context. For example:

- participates actively in lessons and learning opportunities
- has materials ready and begins tasks independently
- uses class time productively
- cooperates well with others and is supportive of peers
- work shows effort and care
- is resourceful (seeks solutions independently)
- completes assignments and activities on time
- reflects on progress and uses feedback to improve work and set goals