



Reporting Update for Parents – November 2018

Reporting and Conferencing in Saanich

Reporting should occur on an ongoing basis.

In the **traditional method**, parents receive three written reports (Fall, Spring and June) along with at least two other opportunities for assessment communication (conferencing, student led conferencing etc.)

Districts are able to use alternative Student Progress Reporting Processes and in Saanich, many teachers have been transitioning into using Digital resources for sharing student learning - particularly one called **Fresh Grade**.

As a parent, what can I expect?

Reporting, regardless if the teacher is using the traditional paper process or is transitioning to a digital process, will tell you:


- What your child is able to do
- Areas requiring further attention or development
- Ways to support learning (strategies at school as well as a few home suggestions)

In Saanich we write anecdotal reports (marks/numbers/letter grades are not included in these comments. Some parents may request a letter grade at the intermediate level and this would likely be done in a conference type setting)


Previous reporting language to describe learners included:


- Not yet meeting
- Minimally meeting
- Fully meeting
- Exceeding

Saanich will be using updated descriptors to assess student learning. The new Proficiency Scale uses the descriptors as explained below.

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.

The same language with a few more descriptors:

PROFICIENCY LEVEL 			
Emerging	Developing	Proficient	Extending
<ul style="list-style-type: none"> The student is beginning to demonstrate basic knowledge in relation to the learning standards Works with ongoing support 	<ul style="list-style-type: none"> The student demonstrates some knowledge in relation to the learning standards Works with some support 	<ul style="list-style-type: none"> The student demonstrates good knowledge in relation to the learning standards Works independently 	<ul style="list-style-type: none"> The student demonstrates knowledge beyond the learning standards Works independently and can support the learning of others
<p>"I am just getting started."</p> <p>"I learn best with help."</p>	<p>"I get some of it."</p> <p>"I am beginning to do more and more on my own."</p>	<p>"I get it."</p> <p>"I can do it on my own."</p>	<p>"I get it and go beyond what is expected of me."</p> <p>"I can teach it to a friend."</p>

Proficiency Scale 			
Emerging	Developing	Proficient	Extending
<p>Student is working on this learning skill with direct help from a teacher.</p> <p>Student is demonstrating an initial understanding of the concepts and competencies relevant to the expected learning.</p>	<p>Student is able to perform this learning skill with direct help from a teacher.</p> <p>Student is demonstrating a partial understanding of the concepts and competencies relevant to the expected learning.</p>	<p>Student is able to perform this learning skill on their own with minimal support from a teacher.</p> <p>Student is demonstrating a complete understanding of the concepts and competencies relevant to the expected learning.</p>	<p>Student is able to perform this learning skill on their own with confidence.</p> <p>Student is demonstrating a sophisticated understanding of the concepts and competencies relevant to the expected learning.</p>

Fresh Grade Users - depending where they are in the learning process:

First Year Users:

- Continue to write structured written reports while also posting assessment information using Fresh Grade

Second Year and beyond:

- Summative comments in reading, writing, numeracy posted to each student's electronic portfolio two times during the school year
- Structured, written student Summative Reports at the end of the school year (June)

