

Pembina Trails School Division

Teacher Handbook for the Interim Report Cards Grades 1-8

Cooperation between the home and school is a vital ingredient in the growth and education of students. Reporting is an important element of that cooperation and recognized by parents as a formal statement of a student's progress against provincial outcomes at a given time. As assessment serves multiple purposes and has many different users, it is essential to consider how other forms of communication such as developmental continua, portfolios, and parent/student/teacher conferences enhance communication about student achievement.

Manitoba Education, Citizenship, and Youth states that reports on student progress should contain at least two separate components:

- Information that indicates academic progress and achievement for each course or subject area; this information may include marks dependant of grade level
- Information that describes aspects such as attitude, behaviour, punctuality, attendance, and work habits indicated in an objective, accurate way; this information should not be reported as or included in a student's marks

Recent increased awareness of the role of assessment **for** learning, assessment **of** learning and assessment **as** learning requires teachers to consider the purposes of each type of assessment. Assessment **for** learning occurs during the learning process and is designed to make each student's learning visible to help students move forward in their learning. Assessment **as** learning focuses on students, emphasizing assessment as a process of metacognition for students. Assessment **of** learning is designed to confirm "what students know and are able to do" and certify proficiency of targeted outcomes.

As it is assessment of learning that is used for reporting purposes, it is important that the assessments used for reporting:

- are valid, reliable and fair
- are identified to students at the beginning of a block of instruction
- allow students to demonstrate mastery across a wide variety of learning experiences
- occur after students have had an opportunity to develop the outcome being assessed

Student mastery extends beyond simply knowing for the sake of knowing. Students are expected to use their knowledge to reason and problem-solve. The Western and Northern Canadian Protocol for Collaboration in Education (WNCP) draft document **Rethinking Classroom Assessment with Purpose in Mind** identifies four interrelated outcomes as useful when thinking about and planning for assessment.

Knowledge

- Name dates, events and places
- Identify major ideas
- Summarize ideas
- Tabulate information

Reasoning

- Analyze and solve problems
- Compare, evaluate or differentiate
- Predict and verify outcomes and recognize patterns
- Draw conclusions

Performance Skills

- Demonstrate skills and knowledge in contextual or authentic situations
- Create a product according to specific attributes
- Use methods, concepts and theories in new situations

Disposition

- Plan, monitor and assess own learning successfully
- Compare, evaluate or differentiate
- Predict and verify outcomes and recognize patterns
- Draw conclusions

Knowledge – knowing and understanding substantive subject matter content

Reasoning – using knowledge and understanding to figure out things and solve problems

Performance Skills – doing something where the process is important

***Dispositions** – developing valued feelings, attitudes, interests and motivations

*Manitoba Education, Citizenship and Youth recommends separating information on student achievement from information on aptitude, effort, and attitude when recording and reporting student performance to provide a clearer profile of student learning.

Once teachers have decided to include knowledge, reasoning and performance outcomes in their assessment, the challenge remains to develop a process for converting the composite of achievement scores into a grade or percentage.

Step 1

Be clear on what the desired learning target (outcome) is.

Step 2

Devise an assessment plan that aligns the outcome(s) to be assessed with the assessment to be used.

Step 3

Collect a sufficient amount of evidence to generate an accurate assessment of the targeted outcomes.

Step 4

Create a composite grade based on the evidence students have achieved the targeted outcomes.

Step 5

Communicate the results of student performance to students and parents.

Many teachers find rubrics helpful for assessing reasoning and performance outcomes. It can be helpful to think of scores on rubrics as indicators of progress. It is therefore important to note that ratings on a rubric do not necessarily equate directly with a grade or percentage. Although a “5” on a 5 point rating scale means sophisticated work, it doesn’t necessarily mean an “O”. On some occasions a “4” might come closer to the work equivalent of an “O”. Likewise a “1” is not necessarily a signal for failure. It might simply mean that a student is just beginning to learn to perform well.

At the end of a grading period teachers must match student work to the letter grade descriptors rather than simply totaling and averaging numbers. It means changing the question from “What score or percentage will students need for an Outstanding?” to “Which letter grade description do students’ performances best match?” When doing so, it is important to ensure that the body of student work being considered is represented by sufficient samples to ensure an accurate assessment. Since different teachers will employ distinct methods for arriving at a grade it critical that students are clear from the beginning as to how they will be assessed.

A student's program designation is determined on a term by term and course by course basis. A change in program designation can occur during the year. Similarly, a student may have a regular program with adaptations or Individual Education Plan designation in some curricular areas and not in others. Extensive program adaptations (RA), or modifications to grade level learning outcomes (IEP) need to be discussed with parents/guardians prior to the reporting period.

R	Regular Program	Student follows provincially mandated curriculum grade level outcomes, with possible extension or enrichment.
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This program designation includes most children. Teachers will follow the grade level curricula and apply the grade level standards to evaluate student performance. It is expected that teachers will differentiate learning experiences to address the delivery of learners within the regular program.

- This program designation will also include the children who regularly are given work that is beyond the curricular expectations for the grade. Students whose performance demonstrates a particular strength in a certain area are accommodated through differentiation within the regular program and/or additional enrichment experiences.
- This program designation will also include most grade one children in Reading Recovery. The Reading Recovery program is considered part of the regular grade one program and as such would not automatically cause an RA program designation for the student. If the student receives extensive adaptations in addition to Reading Recovery then an RA designation would be appropriate.

RA	Regular Program with adaptations	Student follows provincially mandated curriculum with adaptations supports and the program may not include all of the grade level outcomes.
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This program designation usually involves consultation with the school support team.

This program designation would be used for those students who are not able to manage all grade level curricula without extensive adaptations or additional support. These students require planning beyond the use of differentiated instruction in the classroom.

- An adaptation is defined by MECY as the act of making student specific changes in the teaching process, materials or student products to help students achieve the expected grade level outcomes. The adaptations being used must be clearly communicated to parents early in the term and documented in student files. Documentation may take the form of an adaptation plan, checklist, action plan, anecdotal resource report, or a letter to parents outlining the specific adaptations. It may be appropriate to attach a copy of the documentation to the report card.
- The success of specific adaptations may be recorded in the comment section of the report card or on documentation attached to the report.
- Examples of possible adaptations/support.
 - consistent use of audio tapes, and/or partner reading to support grade level reading material
 - pre-teaching of skills related to learning tasks
 - visualization cues on desk
 - extra reinforcement or modeling by an adult in advance of approaching learning tasks
 - scribing
 - alternate grade level reading materials

EAL	English as an additional language	Student follows the provincially mandated curriculum, which is adapted for the EAL student. Not all grade level outcomes will apply.
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This program designation requires consultation with the school support team.

This program designation would be used for those students who have limited proficiency in the English language and have been receiving EAL support for two years or less at the EY or MY level (not including kindergarten) or for three years or less at the SY level.

- If the learning outcome descriptors can be used to evaluate student progress toward grade level outcomes, teachers may use the standard performance key. If the descriptors are not appropriate, use the comment section of the report card to indicate student progress and leave the academic key as a blank.
- If after two years, an EAL student continues to require adaptations, use the RA (regular with adaptations) designation and document accordingly.

IEP	Individual Educational Plan	A student cannot access the provincially mandated curriculum and grade level outcomes. Appropriate outcomes for the student are determined through a collaborative team process, which includes the school team and parents, and are outlined in an Individual Education Plan (IEP).
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This program designation requires consultation with the school support team.

This program designation would be used for those students who require specialized services or programming because they have exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic or special health care needs that affect their ability to meet grade-level learning outcomes.

The decision as to whether a student requires an IEP will be made by the school support team in accordance with Appropriate Educational Programming Regulation guidelines. Student specific outcomes are documented in an Individual Education Plan (IEP). Review and reporting on a student's IEP corresponds with the regular reporting period.

- The IEP program designation on the report card can only be used where students already have student specific outcomes documented in the programming plan(s) in their IEP.
- At Early and Middle Years, when the student is working on regular grade-level outcomes in a specific domain, the learning outcome descriptors can be used to evaluate student progress and teachers may use the performance key. When the student is unable to access a part of the regular curriculum and programming is modified, the programming plan portion of the IEP is attached to the report card with a current update in the evaluation and review section of the IEP; the academic key on the report card is left blank. Another option would be to attach an anecdotal report related to progress on the student's specific outcomes.
- At Senior Years, when a student has a significant cognitive disability, they may meet the criteria for a modified course designation (M) or an individualized program designation (I).

Comments on the report card are intended to reinforce the performance evaluation by providing clear explanations, celebrating student achievement, and setting goals for the future. Comments also provide an opportunity to be more specific regarding needs for enrichment or adaptations. As a guide, comments highlight two strengths and an area for growth.

There is a difference between explaining student progress and outlining academic programs. The comment space is limited; therefore, it is not the place for a curriculum overview. Some methods which have proven successful for providing program overviews are: curriculum inserts, parent information events, periodic or monthly newsletters and interviews.

Students experiencing difficulty will need a more complete overview with specific suggestions for improvement. The comment for students who receive an 'Emerging' or a 'Not Yet' should indicate the next steps in outlining and implementing a plan for improvement which articulates the role of the student, the parent, and the teacher.

Term three comments will be more global in nature, indicating overall strengths and an overall goal for the next year.

Criteria Checklist for Effective Anecdotal Comments

Contextual	<ul style="list-style-type: none"> references the curricular outcomes targeted in the term references a wide variety of learning contexts considers knowledge, reasoning, performance and/or dispositions related to outcomes
Specific	<ul style="list-style-type: none"> is specific to the individual child's performance matches the performance key identifies strengths specifically identifies areas for growth specifically
Constructive	<ul style="list-style-type: none"> provides descriptive feedback on areas of strength and those needing improvement outlines a plan for improvement or next steps in developing a plan frames plans that are positive, 'doable' and timely
Clear and Positive	<ul style="list-style-type: none"> uses language that is positive, respectful, honest focuses on describing is data driven/supported by observation and examples uses language that is clear and concise avoids labels, judgments and educational jargon avoids superlatives and absolutes – best, always, never

See Appendix I for exemplars of general and academic comments at various levels.

See Appendix II for the tables of degrees listing continuums of words for various outcomes.

GENERAL COMMENTS

Grade One

Kody is thoughtful and considerate. He works independently without relying on others. Kody has demonstrated leadership in his work on the class re-cycling team. Increasing participation in class discussions would assist Kody to deepen his understanding in his learning.

Grade Four

Joey is gaining confidence in his abilities as a learner and this is evident by his increasing participation in class discussions and activities. He has demonstrated courtesy and leadership in his role as a class buddy to several of our grade one students. Joey is working to be more respectful of other students in the class and to make choices which will allow him to be successful in working with others in groups. He experiences difficulty following through on his commitments to complete assignments on time, and is often unprepared for the next learning tasks as a result. Increased monitoring at home and at school, to encourage consistent use of his daily agenda, would assist Joey in developing his personal management skills. We can discuss a more specific plan to support Joey at our November 26th meeting.

Grade Six

Paul is a friendly and personable student. He has made a lot of progress this term with regard to listening and respecting the opinions of others. Good job, Paul! As improved organization is an ongoing goal for Paul, he is continuing to work on looking after his belongings. Paul works on academic tasks with support, often in a small group situation. Paul is continuing to work on managing his behaviour in class and with his friends. We will continue to support Paul with respecting our classroom agreement and with making positive choices when problem-solving at recess.

Grade Seven

I commend Darren for persisting all year in the face of many difficult concepts and assignments. Bravo! I challenge him to look for ways next year to become a more active learner; one who seeks clarification and organizes his information more independently. I have enjoyed having Darren in my class. Have a great summer! Darren is promoted to grade eight.

ACADEMIC

English Language Arts – Grade One

Tyrell is able to read and understand grade level text. With some encouragement, he can make connections to his own experiences. He is beginning to record ideas independently using familiar sight words and his knowledge of letter sounds. In class discussions, he contributes ideas that focus on topic.

Goals: To strengthen his reading development through continued daily reading practice at home with encouragement to make personal connections, before, during and after reading. To use more complex sentences in his writing

English Language Arts – Grade Three

Chantal is developing a stronger sight vocabulary in reading and she is beginning to use problem-solving strategies independently when she encounters unknown words. She is not yet able to read fluently in grade level text. In creating stories, Chantal demonstrates an understanding of beginning, middle, and end and can orally tell a story. She requires adult support to communicate her ideas in writing. Chantal benefits from teacher assistant and resource support which is provided in the classroom on a daily basis.

Goal: To strengthen her reading skills by reading at home every night in familiar text provided by the teacher. It is important for Chantal to be consistently using the reading strategies we have agreed to focus on in our second term plan.

Mathematics – Grade One

Erica uses manipulatives and diagrams to demonstrate and describe the process of addition. She consistently recognizes and names all the numerals to 50. She is developing the ability to skip count by 2's, 5's, and 10's to 100.

Goal: To be able to use an understanding of place value to order groups of numerals from 1 – 50 from smallest to largest.

Mathematics – Grade Three

Kyle is able to independently solve addition and subtraction word problems using strategies to act it out, or draw pictures or diagrams. He is able to name and describe geometric shapes and solids using mathematical language. He demonstrates good spatial skills in solving tangram puzzles. He has confusions with place value which become evident when he completes addition and subtraction calculations with re-grouping. Re-teaching using a variety of manipulatives to demonstrate place value will be a focus next term. This could be supported by regular use of the place value game, involving trading loonies, dimes and pennies, sent home earlier this month.

Middle Years Band

Lorraine demonstrates correct posture and breath control, and produces an open, clear tone. She plays with note and rhythm accuracy consistently and with correct articulations some of the time. Lorraine should isolate slurring and tonguing skills in daily practice. Exercises 10, 15 and 20 in the method book will help Lorraine achieve the goal of articulation accuracy. She understands the meaning of terms and symbols covered this term, and is able to transfer the knowledge from the learning source to other pieces of music. Lorraine is developing excellent rehearsal skills. She is attentive to the director and marks her music as indicated during the rehearsal.

Physical Education - Grade 4

James has demonstrated good basic transport skills (sliding, leaping). He consistently recognizes and applies the qualities of space awareness (pathways, directions) in team games. James has a very good understanding of fitness concepts and is able to maintain continuous aerobic activity. He has some difficulty with self-control during practice and game situations. His goal will be to recognize times when he is losing self-control and to use strategies to regain control that we have been agreed on.

Physical Education - Grade 7

Alyssa is often able to analyze and apply movement concepts related to games like soccer. She shows a very good understanding of specific game terminology and uses the terms to describe game concepts. Alyssa is a very active participant in fitness activities and is able to sustain her heart rate in her target zone. She has a very good knowledge of game rules and accurately applies her knowledge when playing.

Science - Grade Eight

Through experimentation and investigation Karen demonstrates a sophisticated understanding of physical and chemical changes. She is able to identify the difference between a physical and chemical change. Karen classifies matter according to its physical properties. She visually represents physical changes by creating a mind map. Karen effectively follows a given set of procedures to make observations and conclusions relevant to a physical or chemical change experiment.

Social Studies - Grade Six

During the Explorers and New France units, Gerard has demonstrated proficient oral and comprehension skills through presentations in class. He was able to express a variety of concepts with creativity and originality. He is beginning to read text for meaning and find relationships between concepts. Gerard is encouraged to use class time more efficiently when working in small groups.

Social Studies - Grade Seven

Leslie developed limited understanding of the concepts studied during our units on climate and population. When reading, Leslie is usually able to identify key information but still requires guidance to connect the information to personal or external events. She often writes short answers that lack supporting detail with frequent grammatical errors or omissions. A goal for Leslie next term when writing is to carefully consider what a question is asking, plan out her answer before starting and to check for errors or omissions when completed.

French Language Arts - Grade Six

Peggy produces quality work in French. A focus this term has been on reading grade-level text and applying appropriate comprehension strategies. Peggy readily understands and deciphers text and can respond appropriately by asking questions or by making comparisons and connections. She independently seeks the meaning of unknown words by using strategies such as context clues and the dictionary on a consistent basis. After having revisited grammatical structures, such as verb conjugations, Peggy grasps the concepts and uses them correctly both in her written and oral production. Peggy worked hard to produce writing pieces of a high quality this term, most notably her work on a West-African Folk tale. Peggy continues to need prompting to speak French during group work, but actively participates during class discussions in French.

English Language Arts - Grade Five

Graham's oral reading skills are approaching Grade-5 level in the Precision Reading Program. He has good reading comprehension. Graham did an excellent job on his special interest study. His model was well built and it was clear that he understood his subject. Graham continues to participate very positively in discussion classes and has many good ideas and opinions. He is very perceptive and has many unique insights. A specific goal for Graham is to focus on writing legibly and copying basic spelling words correctly from printed material to his own page of writing.

English Language Arts - Grade Seven

Terry has a good control over a familiar range of reading material. He reads mainly for assigned purposes. He continues to develop his ability to make personal connections to texts. Terry responds to oral and written questions with simple answers. He writes organized texts that show an emerging awareness of audience. He spells words accurately and demonstrates good use of punctuation. Terry should increase his reading out of school. Discussion with Terry at home about what he is reading would also help him develop as a reader.

Mathematics - Grade Six

Iain has struggled with the concepts presented in our study of Number Concepts and Operations. He can complete tasks with adult assistance, and though he computes accurately more practice with basic facts is still required. Nightly review of basic skills should be occurring on an on-going basis. Adaptations such as the use of calculator have been used for him, especially during problem solving. I am pleased with his efforts this term, and I will continue to support him and offer assistance where needed.

Mathematics - Grade Eight

Through rounding, comparing, reading and representing, Lisa shows a proficient understanding of decimals. She shows a complete understanding of fraction concepts such as equivalent fractions, comparing fractions, calculating common denominators, improper fractions and converting from fractions to decimals. Lisa demonstrates a proficient understanding of problem solving using fractions. She can recall multiplication facts with accuracy. Practice at home will increase her comfort level and speed.

Degrees of Understanding

- Insightful
- Thorough and complete
- Substantial
- Partial
- Misunderstanding

Degrees of Frequency

- Constantly
- Consistently
- Frequently
- Occasionally
- Rarely

Degrees of Accuracy

- Precisely
- Completely
- Generally Accurate
- Incomplete, does not address all aspects
- Inaccurate, errors detract from result

Degrees of Quality

- Excellent
- Very Good
- Good
- Fine
- Developing

Degrees of Performance

- Comprehensive and Creative
- High Quality
- Satisfactory
- Limited
- Ineffective

Degrees of Motivation

- Passionate
- Enthusiastic
- Interested
- Willing
- Disinterested

Degrees of Ability

- Exceptional
- Considerable
- Generally / Moderate
- Some Degree
- Initial Stage(s)

Degrees of Managing Information And Ideas

- Complex
- Logical
- Mechanical or Sequential
- Incomplete or Inconsistent
- Random

