**Reporting & Assessment**

**When reporting, consider:**

1.     **Current performance** of child more than historical performance – “What does the dipstick show now?”

2.     **Evidence** – consider any and all work submitted; late or missing assignments may factor into a “work habits” comment but should not penalize student when considering how to assign a mark

3.     **Growth mindset** – how to encourage student’s growth and highlight areas of strength/ progress and showing how to support areas needing improvement and build on successes

4.     **Letter grades –** province-wide, grades are becoming obsolete, with the phasing out toward performance scale language; letter grades can be based on performance scale (A=excellent/ outstanding performance; B=very good performance, C+=good performance, C=satisfactory performance, C-=minimally acceptable performance) rather than a percentage scale.

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| **Not yet meeting** (NYM)*\*not for K\**  -Work does not meet grade-level expectations  -May be evidence of progress toward relevant learning outcomes  -Requires ongoing support | | **Approaching (AE)**  - Work may be inconsistent, but meets grade-level expectations at minimal level  -Evidence of progress toward relevant learning outcomes  -Needs support in some areas | | **Meeting (ME)**  -Work meets grade-level expectations  -Evidence that relevant learning outcomes have been met  -Demonstrates proficient academic performance | | **Exceeding (EE)**  -Work exceeds grade-level  -Demonstrates superior performance and in-depth understanding of learning outcomes |
| I \*\*requires consultation with parents, action plan, and conversion to letter grade (e.g., F) for year-end\*\* | C- | | C | C+ | B | A |
| The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning outcomes. | The student demonstrates minimally acceptable performance in relation to expected learning outcomes for subject and grade. | | The student demonstrates satisfactory performance in relation to expected learning outcomes for subject and grade. | The student demonstrates good performance in relation to expected learning outcomes for subject and grade. | The student demonstrates very good performance in relation to expected learning outcomes for subject and grade. | The student demonstrates excellent/ outstanding performance in relation to expected learning outcomes for subject and grade. |

**Some useful tips when using MyEd for Reporting**

* Type comments in MS Word for spelling and grammar checking purposes and cumulative to subsequent terms. Copy (Ctrl-C) and paste (Ctrl-V) into comment boxes when ready to insert comments into MyEd.
  + Comments should describe: 1) what the student is able to do; 2) areas in which the student requires further attention or development; and 3) ways of supporting the student in his/her learning.
  + To describe what has been covered during the term, there is the option of 1) creating a separate letter to parents or 2) using subject comment box (*and copied to all students, Ctrl-D*). If the latter is used, comments can be tailored to each specific child in the term comment box.
  + Comments are best framed starting with a focus on strengths, areas needing improvement, strategies to help address those needs, and concluding with an encouraging message.
* Default performance scale to “meeting expectations” (***M.E***.) and use ***Ctrl-D*** to copy down to all students. Make individual changes as needed. Ctrl-D is also useful when the comment is the same or similar for all students (be aware of the need to check over for accuracy for each student (he/she changes, etc.))
* “*Post grades*” saves changes.
* Create a report to check over formatting: *Gradebook* top tab … select *Reports – Report Cards.* This will create a pdf file for you to review and/or print. New this year is a **single-term** reporting that gets overwritten each term (e.g., overwrite 1st term (December) with 2nd term (March) or 3rd term (June) reporting).
* Year-end reporting needs to report on all subject areas and include a self-assessment of the core competencies (see core competency page: <https://bcnewcurriculum.weebly.com/core-competencies.html> for more info and templates)