**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 featured at the Gr 10-12 level, and has been phased out for K-9 and in its place, performance scale language is used.

\*\*This table is a very ROUGH correspondence between the performance scales. Teacher discretion is key!\*\*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Emerging (EMG)**  The student demonstrates an initial understanding of the concepts and competencies in relation to the expected learning. | | **Developing (DEV)**  The student demonstrates a partial understanding of the concepts and competencies in relation to the expected learning. | | **Proficient (PRF)**  The student demonstrates a solid understanding of the concepts and competencies in relation to the expected learning. | | **Extending (EXT)**  The student demonstrates a sophisticated understanding of the concepts and competencies in relation to the expected learning**.** |
| 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 “proficient” (***PRF***) 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. Use **three-term** reporting in MyEd!
* 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)