Rationale

Consistent, timely and meaningful student reporting allows parents/caregivers, students, and staff to work together to enhance student success. Students are best positioned for success when parents/caregivers are made aware of learning challenges and supports available.

Policy

Consistent, timely and meaningful student reporting across CISPG Schools supports student learning by ensuring parents/caregivers and students are informed about student progress. This Reporting Policy applies to all students including students with disabilities and diverse abilities and English Language Learners.

Procedures

1) CISPG Schools must provide parents/caregivers with at least four (4) Learning Updates during the school year and one (1) Summary of Learning at the end of the school year.

2) During the school year, at least two (2) Learning Updates must be written and must include:

   a) Communication of progress in each subject area in relation to the Learning Standards, using the Provincial Proficiency Scale and Descriptive Feedback
   b) Attendance Information, areas of significant growth, and opportunities for further development
   c) Student generated content including student Self-Assessment of the Core Compentencies and Student Goal setting

3) Other Learning Updates (2) may include student-inclusive conferences, parent-teacher conferences, portfolio reviews, etc. (see CISPG Student Reporting Guidelines).

4) The Summary of Learning must include:

   a) A summary of student progress in all subject areas using the Provincial Proficiency Scale and Descriptive Feedback
   b) Attendance information, areas of significant growth, and opportunities for further development
   c) A student-generated summary of student self-assessment of the core competencies and student goal setting.

Use of the Provincial Proficiency Scale provides consistency and clarity in terms of what students can do and areas for future growth.

Student self-reflection, self-assessment and goal setting involve students in the assessment process and encourages student ownership of learning.

All students should be working toward the Learning Standards of the Provincial Curriculum and should receive learning updates and summaries of learning.

Definitions:

Core Competencies – set of intellectual, personal, social, and emotional proficiencies all students need in order to engage in deep, life-long learning. The Core Competencies are communication, thinking, and personal and social.

Descriptive Feedback – written comments and/or documented conversation that describe student performance in relation to the learning standards and may describe how student learning will be supported by the teacher. This feedback should be in clear language that is accessible to parents/caregivers. Descriptive feedback is strength-based and describes what the student can do and what they are working toward.

Insufficient Evidence (I.E.) – the I.E., reporting symbol will be used on Learning Updates to alert parents/caregivers when students, for a variety of reasons, have provide insufficient evidence of learning in relation to the learning standards of the provincial curriculum. The 'IE' symbol is temporary and indicates that further information is required before students can be assessed (see CISPG Student Reporting Guidelines)

Learning Updates – responsive and timely updates to parents/caregivers about student progress in relation to the Learning Standards of the Provincial Curriculum.

Learning Standards – the curricular competency Learning Standards (including the skills, strategies, and processes that students develop over time) and the content Learning Standards (including the essential topics and knowledge at each grade level) as set out in the Provincial Curriculum.

Provincial Proficiency Scale – the four categories of student performance (Emerging, Developing, Proficient, or Extending) as defined in the Provincial Letter Grades Order and the Student Progress Report Order.

Student Goal Setting – student goals for their own learning and development for the given school year. Goal setting should begin as early in the year as possible and is usually a year long process. Goals should be informed by student self assessment of the Core Competencies and may connect learning to broader career and life aspirations.

Student Self-Assessment – student reflection on their personal progress in developing the Core Competencies and student reflection on their learning engagement and responsibility. These reflections should inform student goal setting.

Summary of Learning – a summative, written report to parents/caregivers that describe student progress and achievement at the end of the school year.

References: Draft' K-12 Student Reporting Policy October 2021, CISPG Reporting Guidelines	*Date:* August 2023
	Revisions: