



- ❖ **The motion authorizing the creation of the committee and providing its mandate was:**
- ❖ *"That Executive Committee authorizes the creation of an Ad-Hoc Committee on Reporting, Comprised of the President, two members of Executive and four members-at-large, for the purposes of:*
- ❖ *refining the common report card template,*
- ❖ *clarifying Local 38 teachers' values on*
  - ❖ *report card comment volume,*
  - ❖ *reporting frequency, and*
  - ❖ *parent-teacher conference frequency, and clarifying all supporting documents*
- ❖ *to report to Executive on or before May 25, 2016, to report to CSR on or before June 1, 2016 and that the final report be presented to the Chief Superintendent before the end of the current school year."*
- ❖ Part of the rationale for the timelines expressed in the motion to create the committee was that if the CBE accepts some or all of the recommendations of this report then they would need to have the report prior to the end of this school year in order to be able to implement changes for the 2016/17 school year.



- ## Feedback
- | <u>Positives</u>  | <u>Obstacles to be overcome</u>  |
|---|--|
| <ul style="list-style-type: none"> <li>❖ Two report cards</li> <li>❖ Alignment of IPP dates with report card reporting</li> <li>❖ Flexibility of timing when report cards go out</li> <li>❖ No interim reports</li> </ul> | <ul style="list-style-type: none"> <li>❖ At some school sites workload has not decreased as reporting requirements are spread out with continual communication, which also requires documentation</li> <li>❖ Time to complete report cards is still intense</li> </ul> |

- | <u>Positives</u>  | <u>Obstacles to be overcome</u>   |
|---|---|
| <ul style="list-style-type: none"> <li>❖ Stems focus on the outcomes of the Program of Studies</li> </ul> | <ul style="list-style-type: none"> <li>❖ Some outcome stems are too subjective and difficult to assess</li> <li>❖ Students in K, 1-3 and 4-9 are very different developmentally and the stems need to reflect this diversity</li> </ul> |

- | <u>Positives</u>   | <u>Obstacles to be overcome</u>  |
|--|--|
| <ul style="list-style-type: none"> <li>❖ 1-4 indicator scale has enabled teachers to assess students holistically and not as a number</li> <li>❖ More freedom to give a "1" to show students need support</li> </ul> | <ul style="list-style-type: none"> <li>❖ 1-4 indicators have created difficulty for some junior high teachers who are used to percentage grades</li> <li>❖ Some high schools find the lack of percentages makes it difficult to place incoming students</li> </ul> |

<u>Positives</u>	<u>Obstacles to be overcome</u>
<ul style="list-style-type: none"> <li>❖ A System-wide report card</li> <li>❖ Exemplars provided for comments are diverse</li> <li>❖ Flexibility of using sentences or bullets for comments</li> <li>❖ Changes in the report card resulted in school based professional development and good discussion</li> </ul>	<ul style="list-style-type: none"> <li>❖ Reporting materials have not been disseminated to all teachers. In addition, they can be difficult to locate in CBE In-site</li> <li>❖ Report card exemplars are incredibly diverse and almost overwhelming</li> <li>❖ At some elementary schools, comments are expected in all subject areas while they are not at others</li> </ul>

<u>Positives</u>	<u>Obstacles to be overcome</u>
<ul style="list-style-type: none"> <li>❖ Supporting documents</li> <li>❖ Results indicators for both report cards</li> <li>❖ Addressing length of comments in the Guiding Principle Of Assessment: Criteria For Report Card Comments</li> </ul>	<ul style="list-style-type: none"> <li>❖ Need to develop clarity and consistency with administrators' expectations about report card comments across the system</li> <li>❖ Inconsistent timeline on review process</li> </ul>

<u>Positives</u>	<u>Obstacles to be overcome</u>
<ul style="list-style-type: none"> <li>❖ Embedded Results' comments</li> <li>❖ Move towards using IRIS is a positive change when writing IPPs</li> <li>❖ Student voice</li> </ul>	<ul style="list-style-type: none"> <li>❖ Simplify the language so teachers, students and parents have a better understanding of what is being assessed</li> <li>❖ At some school sites workload has not decreased as reporting requirements are spread out with continual communication, which also requires documentation</li> </ul>

**Filters**

As we began our work, we wanted to apply a consistent process to the changes we would recommend.

**1. Respect the existing work of the Calgary Board of Education**

- ❖ This is a board-wide focus and a great deal of work and time has already been put into these report card documents
- ❖ To effect change to support teachers and to embed teacher feedback, the committee felt we needed to do so within the confines of what already exists.

**2. Simplifying language**

- ❖ The committee recommends using words that are objective rather than subjective.

In **ENGLISH LANGUAGE ARTS 1 to 9; KAE 8 and 9**

- ❖ Represents ideas and ~~create~~ understandings through a variety of media *"creates" is removed because this represents understandings rather than creating understanding*

### 3. Ensure that stems can be easily assessed

In MATHEMATICS 1 to 9; KAE 8 and 9

- ❖ ~~Develops and Applies appropriate and efficient~~ effective strategies for computation “*efficient*” and “*appropriate*” are redundant as effective strategies. Both are difficult to assess. *Mental mathematics is a process and a strategy.*

### 4. Remove duplications and redundancies

For example- From HEALTH remove

- ❖ Explores roles and responsibilities to work towards life and learning goals *because it is redundant – covered in Results 4*

From RESULTS 5: CHARACTER IN LEARNING

- ❖ Treats others with respect and compassion *Because it is covered throughout the Results 3 stems and thus redundant*

### 5. Maintain Consistency between similar disciplines

In FRENCH AS A SECOND LANGUAGE 1-9

- ❖ Represents ideas and understandings through a variety of media *important for all Languages*

GERMAN LANGUAGE ARTS 1-9

- ❖ Represents ideas and understandings through a variety of media *important for all Languages*

## Recommendations for changes to supporting documents

### Companion Guide

To be highlighted

- ❖ “**This document articulates consistent, system-wide requirements for communicating student learning from Kindergarten to grade 12.**”

### To Be Highlighted

- ❖ “Interim Progress Reports and other summative reporting processes, which have historically communicated student achievement between report cards, **will no longer be used**. The report card and IPP are the only documents that communicate summative achievement.”

### Clarification

- ❖ Student Learning Conferences will take place

It would be helpful, to achieve more consistency across the system, to indicate how many of these conferences are to take place throughout the school year. For example, "These school-wide face-to- face conferences will take place three times per school year." Currently, in some schools, more conferences are taking place, as well as various formats of "celebrations of learning".

### Results

- ❖ It is recommended that the system wide guidelines that results be embedded in subject areas be consistently applied.

### Comments

- ❖ Recommend 6 Exemplars

### Changes to indicators

### Recommendation

Change the 4-

- ❖ The student demonstrates an ~~subtle~~ in-depth, well-developed and thorough understanding.

Change the 3-

- ❖ The student demonstrates an ~~in-depth and well developed~~ solid, satisfactory/sufficient and complete understanding

### How these recommendations can help

1. Common understanding of the reporting process
2. Clarification of learning assessment to teachers, parents and students

## Changes

The comprehensive documents are available online

Thank you