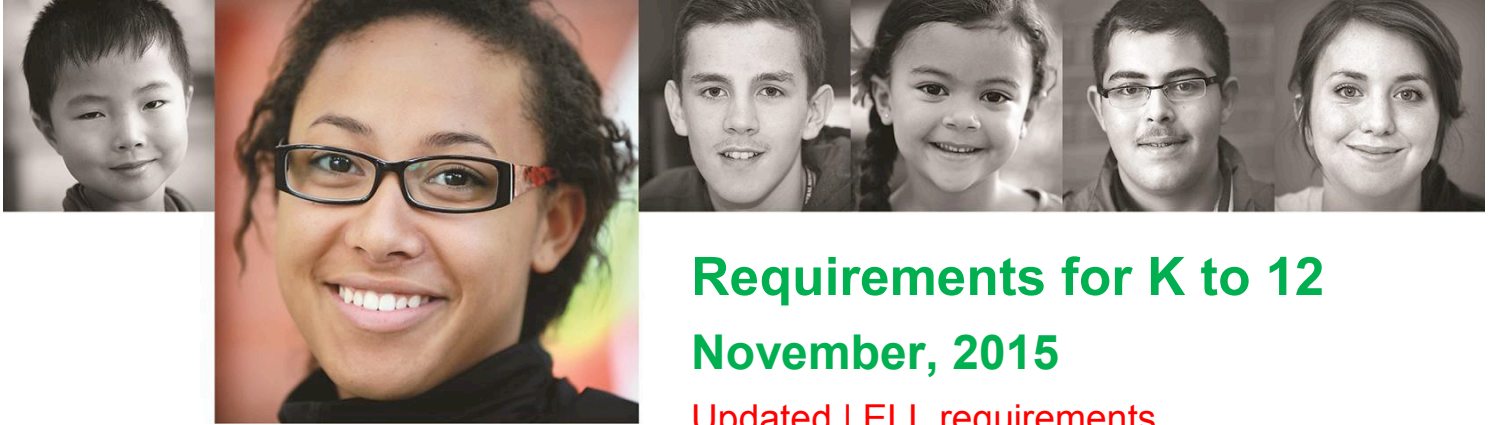


CBE | Companion Guide to the CBE Vision for Assessment and Reporting



Requirements for K to 12
November, 2015

Updated | ELL requirements

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Introduction

In the Calgary Board of Education (CBE) the [personalization of learning](#) is supported by ongoing communication between educators, students, families, and other professionals with the goal of improving student learning.

This document articulates consistent, system-wide requirements for communicating student learning from Kindergarten to grade 12. Like the *CBE Vision for Assessment and Reporting: Guiding Principles*, this document is based on feedback from teachers, students and families, informed by current educational research, aligns with the CBE's core beliefs and values, and is in support of student learning.

[Communicating student learning](#) is an interactive and reciprocal process between teachers, students and families in which communication about progress and achievement is:

- Student-specific
- Strength-based and growth-oriented
- In reference to Alberta Programs of Study, including Academic Success, Citizenship, Personal Development and Character (Results 2, 3, 4 and 5)
- In reference to Individual Program Plans (IPPs)
- Clear, succinct, timely and easily understood

Ongoing Communication

Ongoing communication of student learning includes informal and formal aspects. Together these build out a holistic picture of student progress and achievement. Both informal and formal ongoing communication enables students and families to answer the question, “How is my child/how am I doing in school?”

Formal | K-12

In the CBE, the purpose of formal communication (report cards and Individual Program Plans {IPPs}) is to summarize and communicate individual student achievement in relation to the expectations of the Alberta Programs of Study and/or Individual Program Plans at a specific point in time.

Informal | K-12

In the CBE, informal communication takes a variety of forms but serves a common purpose—to build shared understandings of what students know and can do in day-to-day learning experiences.

Principals and their staff work together with the school community to create a comprehensive approach to communicating individual student progress and achievement. They consider alignment with the CBE expectations and requirements for reporting and communicating student learning, and factors such as community needs, school culture, and teacher efficacy.

Reflective Response to the Above Highlighted Paragraph... This paragraph allows for much interpretation between schools, with regards to the requirements for the on-going communication process, including report card writing. In communication with teaching staff at a number of different schools, we have found that leaving this too open has led to great differences in the reporting processes between schools. In the end, having a wide range of options is found to be contrary to the mandate to create consistency in communication and report card requirements across the system, as stated in the introduction to this guide on page one. It creates great discrepancy in how staff and principals communicate with parents, resulting in great differences in teacher workload and parent/student experiences within schools, as well as from school to school (i.e. report card comment length and criteria, conferences, Celebrations of Learning, Homelogs, Iris, Gradebook, D2L, blogs, interim reports, agenda notes, twitter, email, the EYE-TA, etc.)

See Appendix A: Professional Judgment Related to Determining and Formally Communicating Achievement

See Appendix B: Considerations for Learning Conferences

See Appendix C: Considerations for Student Learning Updates

...assessment is a human process, conducted by and with human beings, and subject inevitably to the frailties of human judgment. However crisp and objective we might try to make it, and however neatly quantifiable may be our results, assessment is closer to an art than a science. It is, after all, an exercise in human communication.

(Rich Sutton, 1991)

Requirements for Ongoing Communication

In the CBE, the **purpose of ongoing communication is to:**

- support and improve student learning, and
- ensure teachers, students and families have a shared understanding of what the learner knows and can do

1 | Ongoing Communication Plans Align with the CBE Vision For Assessment and Reporting: Guiding Principles

Principals and their staff work together with their school communities to create a comprehensive approach to communicating individual student progress and achievement. The approaches and practices developed must align with the CBE Guiding Principles of Assessment

2 | A comprehensive communication plan includes informal and formal components.

At present in the CBE, there are multiple and varied ways that students and families can be provided with and seek information about how a learner is doing at any point in time: phone calls, conferences, emails, samples of student work, student performances, report cards, blogs, Iris, D2L, HomeLogic, conversations etc. The EYE-TA is used as part of ongoing communication for students in kindergarten. Please add – “Teachers may use one or more of these forms of communication and all are not necessary.

Having options to facilitate the personalization of the communication and reporting process, for both teachers and students, is important. Though, having a vast array of options, as in “multiple and varied ways”, to share information is resulting in significant differences between schools. Limiting the options to only a few, and limiting the number of these options required of staff would help to develop more consistency system wide.

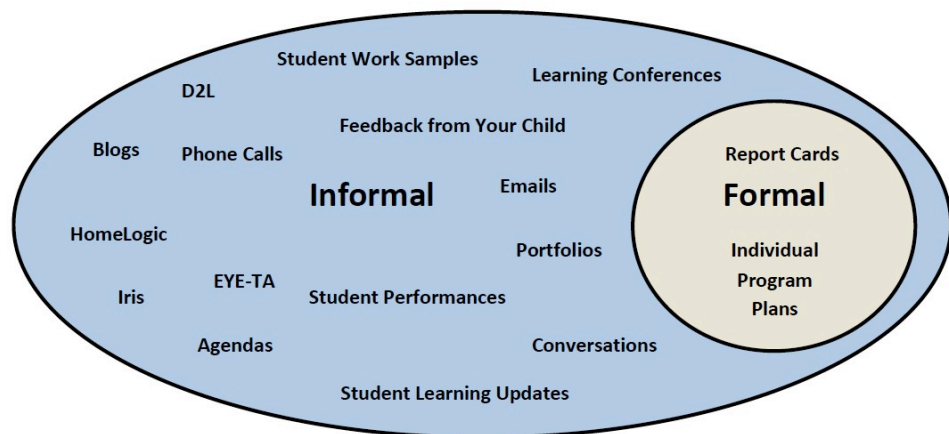


Figure 1. Ongoing Communication

3 | 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” are expected making for significant discrepancies in workload from school to school.

Teacher/family communications about individual student progress and achievement (typically learning conferences) encourage a shared responsibility in supporting student learning.

[See Appendix B: Considerations for Learning Conferences](#)

4 | Report cards are used to communicate student achievement

- K to 9: achievement is reported against report card outcomes using achievement indicators (1, 2, 3, 4). In each course, the CBE report card outcomes represent a synthesis of the Program of Studies - the front matter, general learner outcomes and specific learner outcomes.
- 10 to 12: achievement is reported against a course based on a Program of Studies or Locally Developed Course (LDC) using a percentage grade
- In certain specialized classes and unique settings: achievement is reported against established areas of learning on the Specialized Classes Progress Report.

5 | Students with an Alberta special education code will receive an Individual Program Plan (IPP)

Individual Program Plans are part of a comprehensive communication system for students who have formally identified special education needs:

- K to 12, IPPs are provided to families within the first six weeks of school.
- K to 9, evaluated IPPs are shared with families in conjunction with reporting periods: between Dec 1st and Jan 31st and again in June.
- 10 to 12, evaluated IPPs are shared with families a minimum of two times per course.

6 | [Specialized Classes Progress Report](#) works in tandem with the student's Individual Program Plan.

The [Specialized Classes Progress Report](#) is intended to work in tandem with the student's Individualized Program Plan (IPP) to communicate progress and achievement.



The Specialized Classes Progress Report is used in the following classes:

- [Communication, Sensory, Social Interaction Class \(CSSI\)](#)
- [Teaching Attitude, Social Skills and Communication Class \(TASC\)](#)
- [Social Knowledge, Independent Living and Language Class \(SKILL\)](#)
- [Adapted Learning Class \(ALP\)](#)
- [Attitude, Community Competence, Elements of Academic Curriculum, Social Skills Class \(ACCESS\)](#)

Paced Learning Program (PLP) classes have the following reporting options:

- Use of the [Specialized Classes Progress Report-PLP](#) and the IPP.
- Use of the common K to 9 or 10 to 12 report card and the IPP.

Other specialized classes and unique settings, including [Gifted and Talented Education \(GATE\)](#), [Literacy and Learning \(L&L\)](#), Bridges, Mental Health Classes, [Deaf and Hard of Hearing \(DHH\)](#), Head Start Braille and others, will continue to use the common K to 9 or 10 to 12 report card in tandem with the IPP to communicate student progress and achievement.

It would be helpful for users of this document to have the acronyms written out in full, when first being noted within the text.

7 | [Report Cards and Individual Program Plans are distributed at intervals that align with the system established guidelines.](#)

Formal communication in the form of a report card (and IPP for students with an Alberta Education Special Education Code) is as follows:

- For K to 12, the IPP (not evaluated) is distributed within the first six weeks of school.
- For K to 9, the report card and evaluated IPP (as appropriate) is distributed twice a school year between Dec 1st and Jan 31st and again in June.
- For 10 to 12, the report card and evaluated IPP (as appropriate) is distributed a minimum of twice per course.

8 | Language proficiency and progress for English Language Learners (ELL) students is communicated and reported

Students K-9, coded ELL (301-foreign born, 303-Canadian born, 302-unfunded) will receive:

- language proficiency levels for all strands of language acquisition (speaking, listening, reading and writing; kindergarten only listening and speaking),
- an overall language proficiency level, and
- comments on each report card.



For more information about K-9 reporting consideration for English Language Learner and the ELL report card indicator please see the following document [Reporting Considerations for English Language Learners K-9](#)

Students Grades 10-12 who are coded ELL and are registered in ESL courses (Alberta Education and Locally Developed) will receive an ELL progress report at the end of each semester. This document is separate from the report card. It includes

- indicators of the ESL Proficiency Benchmarks
- proficiency levels for all strands of language acquisition, an overall proficiency level and comments

Overall proficiency level for students from levels 1-5, whether or not they are enrolled in specific ESL courses, must be entered in SIRS.

Annual assessment must be conducted and recorded to maintain ELL coding and to support any requests for diploma exam accommodations.

9 | [Report cards include comments](#)

Purpose of Report Card Comments

Together with a 1 to 4 achievement indicator (K to 9) or a percentage grade (10 to 12), a report card comment reflects the student's achievement and progress relative to outcomes from the Alberta Programs of Study including Academic Success, Citizenship, Personal Development and Character (Results 2, 3, 4 and 5). **Report card comments give the student and family a picture of what the student knows and can do, areas for growth, and next steps in learning.**

Focusing on “areas of strength”, or what the student knows and can do... as well as “areas for growth” and next steps for learning...is an effective approach to reporting progress and achievement.

Three criteria have been developed for report card comments to support the development of coherent system practices. They apply to report card comments for all students, from Kindergarten to grade twelve (K to12).

Are the three criteria, as noted in the above paragraph, listed in the sections below? Are we interpreting this correctly?

1.Content

Report card comments are:

- Student-specific
- Strength-based and growth-oriented
- Aligned with the Alberta Programs of Study including Academic Success, Citizenship, Personal Development and Character (Results 2, 3, 4 and 5) and/or Individual Program Plans
- **Clear, succinct and easily understood**

The above information, related directly to report card comments, is clear and specific. The last bullet addresses our responsibility to ensure report card comments are easily understood by parents. With growing ELL populations in schools, this is particularly important. Lengthy, paragraphs that have been wordsmithed, and contain academic jargon, are often challenging for parents to understand. This leads to some parents not even reading the comments, and only focusing on the numbers. As there is currently a wide range of format options for writing report card comments, how this information is communicated to parents varies greatly across the system.

[See Appendix E: Guidelines for Content in Report Card Comments](#)

2. Length, Format and Placement

- A report card comment is as many words succinct as is necessary to be clear, informative and understandable.
- Individual student considerations influence the length of a comment.
- **The length of a report card comment does not determine its quality.** Clear and succinct comments are understandable for students and families and are supportive of student learning.
- Comments may be either in full sentences or point-form.
- **Comments may be included under each individual course or in the general comments section at the end of the report card.**

Giving the option to have comments written under individual courses on the report card facilitates the differences in learning environments within our K-9 system. Middle school environments typically have teachers who specialize in specific subject areas, and who would then write their comments under their subject on the report card. Though, it should be noted that having the option provided in this guide, without any parameters, has led to schools requiring generalist teachers to develop written comments under all subjects on the report card. This significantly impacts workload around the reporting process and exemplifies another inconsistency across the system.

- Comments for Citizenship, Personal Development and Character (Results 3, 4 and 5) may be embedded in course comments or in the general comments section of the report card. ... **suggested addition here...** Comments to be included on the report card when this information has not already been communicated with parents in other forms, i.e. meetings, phone calls, emails. Separate paragraphs under each result are **no longer** required. It is important to be clear about the expectations here, as this is another area of the report card that is communicated in vastly different ways across the system, and greatly impacts the workload around the reporting process. In the middle school environment, Results comments are also challenging when several teachers may work in limited amounts of time and within only specific environments with students.

See Insite Resource: [Criteria for Report Card Comments, Comment Examples and Guiding Questions for Collaborative Analysis](#)



3. A Reasonable and Balanced Approach

Three approaches to the reasonable and balanced distribution of report card comments across curricular areas are described below:

- **Approach 1:** Comments are related to individual courses (see Appendix G)
- **Approach 2:** Comments are related to multiple courses (see Appendix G)
- **Approach 3:** School-specific approaches are not exclusive to these two examples; Principals and teachers may work collaboratively to develop an appropriate school-specific approach. Comments must represent a combination of core and complementary Programs of Study distributed across curricular areas in a reasonable and balanced way. **School-specific approaches are to be reviewed and approved by the Area Director.**

[See Appendix E: Reasonable and Balanced Approaches to Report Card Comments](#)

10 | Citizenship, Personal Development and Character are described in and through learning for students K-12

Student growth and development related to Citizenship, Personal Development and Character (Results 3, 4 and 5) is an essential aspect of ongoing communication about student learning.

- For K-12, relevant aspects of learning related to Citizenship, Personal Development and Character **that have not already been explicitly addressed through ongoing communication (verbal or written) are embedded in course comments or in the general comments section of the report card. Separate paragraphs are no longer a requirement.**
- For K to 9, the summative scale (EX, EV, EM and SR) is used twice a year to indicate the extent to which a student's personal approach to learning has impacted their overall success.

It would be helpful to have a clear interpretation of, and the meanings of each of these indicators, included in this document for teacher reference, to ensure consistency. Interpretation of this summative scale seems to vary.

- For 10-12, the summative scale (EX, EV, EM and SR) is not used.



Other Considerations

If Student Learning Updates are used they only communicate progress and ongoing learning.

The key point is that rather than offering a culminating, final evaluation, the report card should be seen as part of a continuous and ongoing reporting process. Above all, the report card

communicates information to facilitate improvements in student learning.

(p.20, Guskey and Bailey)

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](#).

Student Learning Updates, that communicate student growth and [progress](#) between report cards, may be used but are **not a system requirement**. Please [see Appendix C: Considerations for Student Learning Updates](#) for more information about the content and structure of a Student Learning Update.

Please note: This is not to be confused with the Grade 1-9 Interim Report template found on insite. It is intended to be used only when a student is transitioning without a current report card on file.



Appendix A | Professional Judgment Related to Determining and Formally Communicating Achievement

In the Calgary Board of Education, professional judgment is based on knowledge of professional standards, current research and comprehensive understandings of learners.

Filters for Collective Professional Judgment in Determining and Formally Communicating Achievement

- aligns with the CBE Vision of Assessment and Reporting: Guiding Principles
- is in support of student learning
- considers the needs of students and families
- is developed through collaborative processes
- considers expectations for, and among, teachers
- **considers reasonable and balanced expectations between schools**

Filters for Individual Professional Judgment in Determining and Formally Communicating Achievement

- aligns with CBE Vision of Assessment and Reporting: Guiding Principles
- considers the needs of students and families
- is in support of student learning
- considers each learner, developed through evaluation of a varied body student learning evidence
- considers student learning at this point in time
- aligns with Programs of Study and/or Individual Program Plans
- considers current educational research



Appendix B | Considerations for Learning Conferences

Student Learning Conferences are an opportunity meaningful conversations about learning. They enable communication between students, families and teachers, and encourage a shared responsibility in supporting student learning.

Consider clarifying the requirements for consistency across the system ...”These school-wide face-to-face conferences will take place three times per school year”.

Learning conferences are an opportunity to review the student's progress and achievement, strengths, and areas for growth in relation to the Alberta Programs of Study, including Academic Success, Citizenship, Personal Development and Character (Results 2, 3, 4 and 5) and/or Individual Program Plans.

Student learning conferences are:

1 | Collaborative

Students and/or their family and teachers collaborate to communicate about learning. When students take an active role in learning conferences, they are able to reflect upon and discuss evidence of learning and identify personal strengths, areas for growth and next steps in learning.

Families are partners in conversations about progress and achievement and what they can do to support their child's learning. Families can share insights into their child's strengths and areas for growth, learning strategies that work well, and other important information that may inform instructional decision-making.

Teachers share information about how the student is progressing and achieving in relationship to the learner outcomes from the Alberta Programs of Study, including Academic Success, Citizenship, Personal Development and Character (Results 2, 3, 4 and 5) and/or Individual Program Plans.

Learning Conferences may look like:

- Conversations between the student and the teacher where progress and achievement are discussed.
- Conversations between the teacher and the family where the student is not present.
- Conversations between the teacher and the family where the student is present but does not play an active role.
- Conversations between the student, teacher and family where the student and teacher collaborate to communicate the student's progress and achievement and
- Conversations between the student, teacher and family, where the student takes the lead role in communicating their learning to their families.



2 | Student-Specific and Learning-Centered

Learning conferences are focused on evidence of individual student learning (examples of student work, student reflections etc.).

Learning conferences focus on the student's strengths, areas for growth, learning strategies and next steps for improvement in relation to learning outcomes and success criteria.

3 | Inclusive and Equitable

The CBE shares a commitment to building an inclusive education system that meets the needs of diverse school communities in all school settings. Communication with families, guardians and legally authorized person(s) about student progress and achievement can be supported by the following:

- members of the extended family
- Principals and Assistant Principals
- Resource Teachers
- English Language Learning or other Specialist Teachers
- Learning Leaders Diversity and Learning Support Advisors
- Language Interpreters [CBE - Interpreter Booking](#)

The following resource may be useful in supporting students and families during learning conferences: [Questions to Support your Child's Learning](#)

Appendix C | Considerations for Student Learning Updates

Please note: This is not to be confused with the Grade 1-9 Interim Report template found on insite. It is intended to be used only when a student is transitioning without a current report card on file.

In the past, Interim Progress Reports have been used to provide students and families with a mid-term update of student progress and/or achievement. Interim Progress Reports often had many of the same characteristics as formal reporting (ie. outcomes, course marks, achievement indicators). The structure and purpose of Interim Progress Reports has not been consistent from one school to the next.

Interim Progress Reports and other summative reporting processes, which formally communicate student achievement between CBE reporting periods, **will no longer be used**.

Student Learning Updates communicate progress and ongoing learning only. They may be used but are **not a system requirement**. Student Learning Updates provide information about student progress. The report card and IPP are the only documents that communicate summative achievement.

Principals use their professional judgment to make informed final decisions with their staff and school communities in determining the appropriateness of Student Learning Updates as part of their comprehensive communication plan.

In some schools “Learning Updates” are required to be completed twice a year, in November and March, and implies to parents that there are 4 reporting periods. Significant work continues to go into these updates as well. Even though the document is to communicate “progress”, rather than “summative achievement”, the time and effort put into completing this reporting requirement and facilitating its communication with parents (posting in D2L, Grade Book, Home Logic etc.) remains significant. This is leading to a discrepancy in teacher workload between schools. It has been identified as “not a system requirement”, and therefore could be removed. Having some schools required to do these, and others not, is contrary to the mandate for “consistency” across the system.

If Student Learning Updates meet the needs and values of the school community please consider the following:

1 | Purpose

Student Learning Updates communicate progress and ongoing learning only. Student Learning Updates do not replace other forms of ongoing communication. Rather, they may be used to confirm and support what is known about student progress at a particular moment in time. Student perspective is critical to this process.

2 | Format

Principals, in collaboration with their staff, decide how to best communicate ongoing learning and progress through a Student Learning Update.



3 | Characteristics

Student Learning Updates are:

- student-specific
- strength-based and growth-oriented
- aligned with the Alberta Programs of Study, including Academic Success, Citizenship, Personal Development and Character (Results 2, 3, 4 and 5) and/or Individual Program Plans
- clear, succinct and easily understood
- focused on significant and relevant aspects of student learning, based on an understanding of individual student progress

4 | Content

Include:	Include when appropriate:	Do not include:
<ul style="list-style-type: none"> • Student-specific, meaningful, and significant information about ongoing learning and progress • Student strengths, areas of growth and next steps in relation to the appropriate Program of Studies, and/or Individual Program Plan 	<ul style="list-style-type: none"> • Strategies suggested for families to use at home, in relation to previous conversations about the same, and with information about how this will be followed up at a later time. • Student voice or quotes from the student, interwoven with the teacher's understanding of the learner • A summary of supports provided in the context of student learning • Progress in relation to Citizenship, Personal Development and Character (Results, 3, 4, and 5) • Strengths, areas of growth and next steps related to a student's English Language Learning Progress 	<ul style="list-style-type: none"> • Percentages, indicators, raw scores and other summative scales • Functional/practical information related to school events or incidents • Functional/practical information related to class events such as field trips or guest speakers • Information related to a student's behaviour, attendance, extra- curricular activities, and other factors • Scores from diagnostic or standardized assessments (CBE Math Assessment Tool, Fountas & Pinnell, etc) • Information intended for the student's future teachers • Statements that are "curriculum newsletter items" should not be included in report card comments communicating student achievement.



5| Writing Style

- comments may be made in point form or full sentences
 - a standard writing style may be developed at the school level (e.g. all teachers use point form/all teachers use full sentences)
- OR**
- schools may decide that writing style is at the discretion of the individual teacher
- comment banks are not used



Appendix D | Guidelines for Content in Report Card Comments

Include:	Include when appropriate:	Do not include:
<ul style="list-style-type: none"> • Student-specific, meaningful, and significant information about the learner in clear, succinct and understandable language • Student strengths, areas of growth and next steps in relation to the appropriate Program of Studies • Information about student learning represents a combination of core and complementary Programs of Study • An appropriate comment, if the student is not achieving at grade-level against any report card outcome or: <ul style="list-style-type: none"> ○ An achievement indicator with an asterisk (*) is used (modified) ○ The IPP indicator is used ○ The ELL indicator is used 	<ul style="list-style-type: none"> • Strategies suggested for parents to use at home, in relation to previous conversations about the same, and with information about how this will be followed up at a later time • Student voice or quotes from the student, interwoven with the teacher's understanding of the learner • Recommendations for future courses • A summary of supports provided to the student in the classroom • Scores from diagnostic or standardized assessments (CBE Math Diagnostic Tool, Fountas and Pinnell, etc.), provided within the context of the child's achievement of learning expectations from the Programs of Study 	<ul style="list-style-type: none"> • Functional/practical information related to school events or incidents • Functional/practical information related to class events such as field trips or guest speakers • Information related to a student's behaviour, attendance, extra-curricular activities, and other non-academic factors – relevant aspects to learning should be communicated as part of ongoing communication with students and families • Preliminary raw scores from Provincial Achievement Tests, Student Learning Assessments or classroom-based final exams • Everything that is known about the learner <ul style="list-style-type: none"> • Statements that are "curriculum newsletter items".



Appendix E – Reasonable and Balanced Approaches to Report Card Comments

Report cards comments communicate a student's progress and achievement in learning.

Approach 1 - Comments related to individual courses

Example of Approach 1

Report Card 1	Report Card 2
English Language Arts/ French Language Arts/ Spanish Language Arts etc.	English Language Arts/ French Language Arts/ Spanish Language Arts etc.
Mathematics	Mathematics
Social Studies and/or Science (Biology, Chemistry, Physics)	Social Studies and/or Science (Biology, Chemistry, Physics)
Another curricular area (Music, Dance, CTF/CTS, French as a Second Language etc.)	Another curricular area (Physical Education, Band, CTF/CTS, Yoga etc.)
Another curricular area (Music, Physical Education, Fine and Performing Arts, CTF/CTS, etc.)	Another curricular area (Art, Health, French as a Second Language, Astronomy)

Approach 2 - Comments related to multiple courses

Example of Approach 2

Report Card 1	Report Card 2
Interdisciplinary: ELA/Social Studies/Art or Math/Science/Music, etc.	Interdisciplinary: Social Studies/ CTS or Science/Math/Physical Education, etc.
<p><i>Many teachers work in interdisciplinary ways. One comment can be written connecting student achievement and progress related to multiple curricular areas. The comment is placed either under one of the curricular area or in the General Comments section at the end of the report card, as appropriate.</i></p>	
Another curricular area (Music, Dance, CTF/CTS, French as a Second Language etc.)	Another curricular area (Physical Education, Band, CTF/CTS, Yoga etc.)
Another curricular area (Music, Physical Education, Fine and Performing Arts, CTF/CTS, etc.)	Another curricular area (Art, Health, French as a Second Language, Astronomy)

Approach 3 - School Specific Approach

Principals and teachers may work collaboratively to develop an appropriate school-specific approach. The approach must represent a combination of core and complementary Programs of Study distributed across curricular areas in a reasonable and balanced way.

School-specific approaches are to be reviewed and approved by the Area Director.

After much discussion with colleagues and upon careful consideration and reflection, our recommendation would be to narrow the choices available to administrators and staff for modelling their comment approach.

From the CBE Guiding Principles of Assessment: Criteria for Report Card Comments, we support comment examples... #1, 7, 8, 19, 27 and 34. There are too many choices and varieties of formats in this document, which results in the vast inconsistencies across our system. Reporting requirements from school to school varies too much.

We recommend elementary generalists write their comments at the end of the report card, using one of the example formats listed above and found in the “CBE Guiding Principles of Assessment: Criteria for Report Card Comments” document. This would better facilitate a focus on a student’s “areas of strength” and “areas for growth”, rather than a focus on specific “subjects”.

We recommend discipline specialists (teachers in middle school environments) write 2-3 sentences or bullets for areas of strengths and areas for growth. Specialists may identify an area of strength and an area for growth, within a couple sentences, as they are often required to report on large numbers of students in a subject area.

In conclusion, a focus on strengths and areas for growth aligns directly with the CBE Guiding Principles for Assessment. Requiring all staff to approach the comments in a similar way, while providing for some choice and flexibility, will help to better balance workload requirements across all CBE schools. This will also bring more consistency to the reporting process, and how students/parents experience this sharing of information with teachers.

Glossary

Achievement

Achievement is the extent to which an individual student has met the expectations of the Alberta Programs of Study.

Achievement Indicator

The achievement indicator signifies the extent to which a student has demonstrated achievement of each report card outcome. On the Kindergarten to Grade 9 report card, students receive achievement indicators 1 (Not Meeting) to 4 (Excellent) against each report card outcome in a course.

Alberta Programs of Study

The [Alberta Programs of Study](#) are the required expectations for the core and complementary learning components for elementary, junior and senior high schools. Content is focused on what students are expected to know and be able to do.

Assessment

The act of making judgment; here, a process of gathering and analyzing evidence of learning to inform instructional design and to determine the degree to which the student has achieved learning expectations.

Evidence

Any observation, conversation or product of student learning that provides valid data about what the student knows and can do.

Outcome

The intended learning. In Alberta, the Programs of Study describe what students are expected to know and be able to do. Teachers use outcomes to guide their daily planning and as a point of reference for assessment.

Progress

Progress is the growth in learning an individual student makes from where they started.

Reporting Period (K-9)

A reporting period is the time between a student's first day of school, and the first report card, or the time between the first report card and the second report card.

Summative Assessment

Summative assessment is a comparison at a particular moment in time between an individual student's achievement and the outcomes of the Alberta Programs of Study.

