

# Reporting on Student Progress in Yukon Schools



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# Reporting on Student Progress

## PART 1

### Process

#### Introduction

Reporting student progress to parents is an important part of the educational process. Providing information about the strengths and challenges of learners helps educators and parents focus on ways to support learning at school and at home.

Formal written reports must be on a form approved by the Department of Education and must follow the requirements for the specific grade and/or program.

Formal reports identify student progress and are placed in the Permanent Student Record file. All grades will receive a minimum of 3 formal written reports. One of the formal reports must be completed at the end of the school year.

Informal reports, whether written or oral, are a way to discuss student progress between formal reporting periods. Schools must provide parents with the opportunity to receive at least two informal reports per year. Schools determine how they will informally report to parents.




#### Formal Reports

Formal reports, using performance scales, grades or percentages, communicate to parents and students significant aspects of each student's progress in the areas of intellectual, social, human and career development.

#### Formal Reporting in K - 3: Using Performance Scales

The performance scale for Primary students indicates, in words or as a graph, the student's level of performance in relation to the expected learning outcomes set out in the curriculum for each subject and grade.

For **Kindergarten**, performance is described as one of the following:

-  **Approaching Expectations**
-  **Meeting Expectations**
-  **Exceeding Expectations**

Parents must be provided with the opportunity to meet with teachers, as part of a parent-teacher conference, at least once each school year.

Required areas for reporting in **Kindergarten**

Grade	Grading Scale	Number of formal reports	Required areas of reporting
<b>Kindergarten</b>	Performance Scale <ul style="list-style-type: none"> <li>• Exceeding Expectations</li> <li>• Meeting Expectations</li> <li>• Approaching Expectations</li> </ul>	3 formal reports	<ol style="list-style-type: none"> <li>1. English Language Arts K-7 (2006)               <ol style="list-style-type: none"> <li>a. Reading</li> <li>b. Writing</li> <li>c. Speaking/Listening</li> </ol> </li> <li>2. Mathematics K-7 (2007)</li> <li>3. Science K-7 (2008)</li> <li>4. Social Studies K-7 (2006)</li> <li>5. Physical Education</li> <li>6. Arts Education K-7 (2010)</li> <li>7. Social Responsibility*</li> <li>8. Computers*</li> </ol>

\* **Computers:** Comment only. Describe how information communication technologies were integrated into student learning activities in various subject areas.

\* **Social Responsibility:** Comment only

\* **Students on an IEP:** When reporting on a student who has an IEP, please select one of the following comments from your school's comment bank:





(Student name ) is on an IEP that includes adaptations for this subject.

(Student name) is on an IEP that includes modifications for this subject. No mark/grade should be included on report card.

(Student name) is on an IEP that includes enrichment for this subject.

(Student name) has a Student Learning Plan that indicates adaptations for this subject.

For **Grades 1 – 3**, performance is described as one of the following:

-  **Not Yet Meeting Expectations**
-  **Approaching Expectations**
-  **Meeting Expectations**
-  **Exceeding Expectations**

Use of performance scales to show progress in language arts (including reading, writing, and speaking/listening), mathematics, social studies and science is mandatory. Performance scales may also be used to report progress in other areas, such as arts education, physical education, social responsibility and work habits.

Parents must be provided with the opportunity to meet with teachers, as part of a parent-teacher conference, at least once each school year.

Required areas for reporting in Grades 1 – 3

Grade	Grading Scale	Number of formal reports	Required areas of reporting
<b>Grades 1 – 3</b>	Performance Scale <ul style="list-style-type: none"> <li>• Exceeding Expectations</li> <li>• Meeting Expectations</li> <li>• Approaching Expectations</li> <li>• Not Yet Meeting Expectations</li> </ul>	3 formal reports	1. English Language Arts K-7 (2006) <ul style="list-style-type: none"> <li>a. Reading</li> <li>b. Writing</li> <li>c. Speaking/Listening</li> </ul> 2. Mathematics K-7 (2007) 3. Science K-7 (2008) 4. Social Studies K-7 (2006) 5. Physical Education 6. Arts Education K-7 (2010) 7. Computers* 8. Health and Career Education* K-7 (2006) 9. Social Responsibility* 10. Work Habits *

\* **Computers:** Comment only. Describe how information communication technologies were integrated into student learning activities in various subject areas.

\* **Health and Career Education – Grades 1 – 3:** Comment only

\* **Social Responsibility:** Comment only

\* **Students on an IEP:** When reporting on a student who has an IEP, please select one of the following comments from your school's comment bank:

(Student name ) is on an IEP that includes adaptations for this subject.

(Student name) is on an IEP that includes modifications for this subject. No mark/grade should be included on report card.

(Student name) is on an IEP that includes enrichment for this subject.

(Student name) has a Student Learning Plan that indicates adaptations for this subject.

\* **Work Habits:** Comment only.

### **Formal Reporting: Grades 4 – 12: Using Letter Grades**

Criterion-referenced letter grades in Grades 4 to 12 indicate a student's level of performance in relation to the prescribed learning outcomes set out in curriculum guides for each subject or course and grade, and the learning outcomes for authorized courses and independent directed studies. Letter grades must be included on report cards in Grades 4 to 12.

\* In grades 10 to 12 letter grades are accompanied by percentages.

Parents must be provided with the opportunity to meet with teachers, as part of a parent-teacher conference, at least once each school year.



## Required areas for reporting in Grades 4 – 7

Grade	Grading Scale	Number of formal reports	Required areas of reporting
<b>Grades 4 – 7</b>	Letter Grades <ul style="list-style-type: none"> <li>• A 86 - 100</li> <li>• B 73 - 85</li> <li>• C+ 67 - 72</li> <li>• C 60 - 66</li> <li>• C- 50 - 59</li> <li>• F 0 - 49</li> </ul>	3 formal reports	<ol style="list-style-type: none"> <li>1. English Language Arts K-7 (2006)               <ol style="list-style-type: none"> <li>a. Reading</li> <li>b. Writing</li> <li>c. Speaking/Listening</li> </ol> </li> <li>2. Mathematics K-7 (2007)</li> <li>3. Science K-7 (2008)</li> <li>4. Second Language (core French Gr 5-7 (2001)</li> <li>5. Social Studies K-7 (2006)</li> <li>6. Arts Education</li> <li>7. Physical Education K-7 (2006)</li> <li>8. Health and Career Education K-7 (2010)</li> <li>9. Computers*</li> <li>10. Social Responsibility*</li> <li>11. Work Habits *</li> </ol>

\* **Computers:** Comment only. Describe how information communication technologies were integrated into student learning activities in various subject areas.

\* **Health and Career Education – Grades 4 – 7:** Letter grade and comment

\* **Social Responsibility:** Comment only

\* **Students on an IEP:** When reporting on a student who has an IEP, please select one of the following comments from your school's comment bank:

(Student name ) is on an IEP that includes adaptations for this subject.

(Student name) is on an IEP that includes modifications for this subject. No mark/grade should be included on report card.

(Student name) is on an IEP that includes enrichment for this subject.

(Student name) has a Student Learning Plan that indicates adaptations for this subject.

\* **Work Habits:** Comment only.

Required areas for reporting in **Grades 8 – 9** and **10 – 12**

Grade	Grading Scale	Number of formal reports	Required areas of reporting
<b>Grades 8 – 9</b> (includes rural Grade 7's on course based curriculum)	Letter Grades <ul style="list-style-type: none"> <li>• A 86 - 100</li> <li>• B 73 - 85</li> <li>• C+ 67 - 72</li> <li>• C 60 - 66</li> <li>• C- 50 - 59</li> <li>• F 0 - 49</li> </ul>	Linear: 3 formal reports  Semester: 4 formal reports	1. Registered Courses 2. Work Habits 3. Distributed Learning Courses
<b>Grades 10 – 12</b>	Letter Grades <ul style="list-style-type: none"> <li>• A 86 - 100</li> <li>• B 73 - 85</li> <li>• C+ 67 - 72</li> <li>• C 60 - 66</li> <li>• C- 50 - 59</li> <li>• F 0 - 49</li> </ul>	Linear: 3 formal reports  Semester: 4 formal reports	1. Registered Courses 2. Work Habits 3. Distributed Learning Courses

**Distributed Learning Courses:** Students enrolled in distributed learning courses must have a mark and comment for each term.

**Home Schooled:** Home schooled students enrolled in courses grades 10 – 12 must have these courses included in credit details

**Students on an IEP:** When reporting on a student who has an IEP, please select one of the following comments from your school's comment bank:

(Student name ) is on an IEP that includes adaptations for this subject.

(Student name) is on an IEP that includes modifications for this subject. No mark/grade should be included on report card.

(Student name) is on an IEP that includes enrichment for this subject.

(Student name) has a Student Learning Plan that indicates adaptations for this subject.

## Informal Reports

Each school year, teachers must provide opportunities for parents to have a minimum of two informal reports. In relation to curriculum, informal reports may describe what the student is able to do, the areas of learning that require further attention or development, ways the teacher is supporting the student's learning needs and, where appropriate, ways the student or the parents might support the learning.

Informal reports are an important link between home and school and can take a variety of forms, such as, but not limited to:

- **Parents must be provided with the opportunity to meet with teachers for a conference at least once a year**
- **telephone calls**
- **e-mails**
- **discussions at school activities**
- **interim reports (written or oral)**
- **conferences (parent-teacher, three-way, student-led, etc.)**

**Note:** Yukon curricula are based on curricula developed by the Ministry of Education in British Columbia and are in use in Yukon under a Memorandum of Understanding. To be consistent with curricular outcomes, as well as Yukon expectations and legislation, the procedures in this document are an adaptation of the reporting procedures used in British Columbia.

## **Roles and Responsibilities**

### **It is the responsibility of the Department of Education to:**

- provide legislation, policy and procedures regarding reporting student progress and to make this information available to parents
- provide relevant curriculum that defines the expected learning outcomes for each subject or course
- provide descriptions of student performance through learning assessment activities
- provide resources to assist each school in following reporting policies and procedures
- evaluate the effectiveness of reporting requirements
- provide parents with information about what they can expect their children to be learning and how this learning will be reported to them

### **It is the responsibility of school administrators to:**

- ensure that teachers follow legislation, policy and procedures in the use of approved report card forms
- assist teachers with reporting procedures and monitor parental satisfaction with reporting policies and procedures
- maintain complete and accurate records of reports as required by legislation
- determine the most appropriate way of ensuring that the school responds to parents' requests for information on the curricula taught in schools

**It is the responsibility of teachers to:**

- follow legislation, policy and procedures for reporting on student progress
- provide parents with complete, easily understood and accurate evaluations of their children's performance based on the curriculum
- provide written reports to parents of students with special needs that follow the legislation, guidelines and procedures established in the policy related to students with special needs
- indicate, in relation to the expected learning outcomes as set out in the curriculum, what each student is able to do, areas in which the student requires further attention or development, and ways of supporting the student in his or her learning
- provide a description of each student's behaviour, including information on attitudes, work habits, effort and social responsibility
- indicate, where appropriate, how parents and students can support classroom learning
- communicate academic and behavioural concerns to parents/guardians prior to formal reports

## Kindergarten – Grade 3 Reporting Guidelines

### Kindergarten Reporting Guidelines

Formal reports for each student in Kindergarten must include:

- one formal conference and three written reports
- a performance scale indicating the student's level of progress in relation to the prescribed learning outcomes in language arts, mathematics, science and social studies
- a performance scale to show progress in language arts in the specific areas of reading, writing, and speaking/listening

Written reporting comments will clearly describe, in relation to the learning outcomes:

- a. what the student is able to do
- b. areas in which the student requires further attention or development
- c. ways of supporting the student in his or her learning

**At the end of the school year, all formal student reports for the year must be placed in each student's yellow file.**

**A copy of each student's PSR (Permanent Student Record) must be printed from YSIS and placed in the student's cumulative file (green folder) at the end of each school year.**

### Grades 1 to Grade 3

Formal reports for each student in Grade 1 to Grade 3 must include:

- three written reports
- a performance scale indicating the student's level of progress in relation to the prescribed learning outcomes in language arts, mathematics, science, social studies, and student social responsibility
- a performance scale to show progress in language arts in the specific areas of reading, writing, and speaking/listening
- reporting in the area of e.g. dance, drama, music and/or visual arts according to the opportunities provided at the school during the term

Written reporting comments will clearly describe, in relation to the learning outcomes:

- a. what the student is able to do
- b. areas in which the student requires further attention or development
- c. ways of supporting the student in his or her learning

Written comments may describe student behaviour, including information on attitudes, work habits and effort.

**At the end of the school year, all formal student reports for the year must be placed in each student's yellow file.**

**A copy of each student's PSR (Permanent Student Record) must be printed from YSIS and placed in the student's cumulative file (green folder) at the end of each school year.**

## Grades 4 to 7 Reporting Guidelines

Formal reports for each student in grades 4 to 7 must include:

- three written reports
- provide letter grades set out by the Yukon Department of Education to indicate the student's level of performance as it relates to the learning outcomes for each subject or course and grade level

Written reporting comments that clearly describe, in relation to the learning outcomes:

- a. what the student is able to do
- b. areas in which the student requires further attention or development
- c. ways of supporting the student in his or her learning

Written comments may describe student behavior, including information on attitudes, work habits, effort and social responsibility.

**At the end of the school year, all formal student reports for the year must be placed in each student's yellow file.**

**A copy of each student's PSR (Permanent Student Record) must be printed from YSIS and placed in the student's cumulative file (green folder) at the end of each school year.**

## Grades 8 to 12 Reporting Guidelines

Formal reports for each student in Grades 8 to 12 must include:

- two written reports for semestered courses
- three written reports for linear courses
- approved letter grades to indicate the student's level of performance as it relates to the learning outcomes for each subject or course and grade
- percentages for Grades 10, 11 and 12 courses as outlined in the Letter Grade Descriptions Table. Percentages may be provided in grade 8 and 9 in the comment area of the report.

Written reporting comments that clearly describe, in relation to the learning outcomes:

- a. what the student is able to do
- b. areas in which the student requires further attention or development
- c. ways of supporting the student in his or her learning

In addition to the above, teachers may report on work habits, student behavior, attitudes, effort and social responsibility.

**At the end of the school year, all formal student reports for the year must be placed in each student's yellow file.**

**A copy of each student's PSR (Permanent Student Record) must be printed from YSIS and placed in the student's cumulative file (green folder) at the end of each school year.**

**A record of the successful attainment of the Graduation Transitions Program will be recorded on the student's transcript as Requirement Met (RM).**



## Student with Exceptional Needs

Some students require adaptations and or modifications to their program and these must be reflected in all formal reports to parents.

For the purposes of reporting, the following definitions apply:

**Adaptations:** An adaptation is when the student is working within grade level expectations. Adaptations may include but are not limited to a lightened work load, more time to complete assignments, opportunities to demonstrate proficiency orally or through alternate measures, special seating in class or the use of a variety of technologies to support learning. An IEP may or may not be required for adaptations.

**Modifications:** Modifications are made to a student's program when the student is not working within grade level expectations. Curriculum outcomes are modified to enable student specific curriculum and programming needs. Students who are working at a significantly different level than the grade in which they are placed, must be referred to the school based team and an Individual Education Plan (IEP) is required.

### Individual Education Plans (IEPs)

Individualized Education Plans (IEPs) are established by school administration and the school based team, in consultation with personnel from the Department of Education and parents. IEPs may reflect the need for adaptations and/or modifications of a student's program. For students who have IEPs, it may or may not be appropriate to provide letter grades; however, indicators of performance must be reported.

Formal reports for a student on an IEP are expected to indicate progress as related to the learning outcomes outlined in the student's IEP. Appropriate performance scales must be used as required for regular reporting procedures.

The most appropriate form of reporting for students on an IEP is determined by the School-Based Team. Reporting may be structured comments only but may include a grade.

Structured written comments may be used to report the level of the student's success in achieving the objectives outlined in the IEP. A statement in the body of the report card must indicate that reporting is in relation to the individualized objectives outlined in the IEP.

One of the following comments should be included when reporting on a student who has an IEP:

- ➡ (Student name) is on an IEP that includes adaptations for this subject
- ➡ (Student name) is on an IEP that includes modifications for this subject.  
(No mark/grade should be included on the report card.)
- ➡ (Student name) is on an IEP that includes enrichment for this subject.
- ➡ (Student name) has a Student Learning Plan that indicates adaptations for this subject.

### **English Language Learners (ELL)**

When an English Language Learner (ELL) is following the learning outcomes of the curriculum or a local program, regular reporting procedures, including performance scales, percentages and letter grades, are used to show progress.

Where an English Language Learner is not following the prescribed learning outcomes, the written report must contain comments describing what the student can do, areas in which he or she requires further attention or development, and ways of supporting his or her learning. English Language Learners are not placed on an IEP solely for second language related needs.

### **Distributed Learning (DL)**

Some students may participate in online or distance learning programs. Schools are responsible for recording and reporting student progress to parents.. Reporting requirements follow the guidelines for the grade as outlined on previous pages.

## Letter Grades / Percentages and Descriptions

Teachers use the following letter grades in student progress reports in **Grades 4 to 7**.

Letter Grade	Description	Suggested Yukon Guidelines	B.C. Performance Standards
A	The student demonstrates excellent or outstanding performance in relation to the learning outcomes for the course or subject and grade.	Mostly exceeding column is highlighted	Exceeding
B	The student demonstrates very good performance in relation to the learning outcomes for the course or subject and grade.	Mostly fully meeting and some exceeding highlighted	Fully Meeting
C+	The student demonstrates good performance in relation to the learning outcomes for the course or subject and grade.	Mostly fully meeting and some minimally meeting highlighted	Fully Meeting
C	The student demonstrates satisfactory performance in relation to the expected learning outcomes for the course or subject and grade.	Mostly minimally meeting and some fully meeting highlighted	Minimally meeting
C-	The student demonstrates minimally acceptable performance in relation to the learning outcomes for the course or subject and grade.	Mostly minimally meeting and some not yet meeting highlighted	Minimally Meeting
I	In Progress or Incomplete. The student, for a variety of reasons, is not demonstrating minimally acceptable performance as per the description of the learning outcomes.	Mostly not yet meeting and some minimally meeting highlighted	Not Yet Meeting
F	Failed or Failing. The student has not demonstrated, or is not demonstrating, minimally acceptable performance in relation to the learning outcomes for the course or subject and grade. <b>In general the letter grade “F” is only assigned if an “I” (In Progress) letter grade has been previously assigned for that course or subject and grade or if the “F” is assigned as a result of failing a provincially examinable course. (ie. BCP)</b>	Final grade only - not yet meeting is mostly highlighted	Not Yet Meeting
NM	No Mark. This designation may be assigned to a student on an IEP.		

On student progress reports in **Grades 8 to 12**, teachers must use the approved letter grades shown below.

The successful completion of a course numbered 10, 11 or 12 requires a minimum of a C- (50%).

<b>Percentages Associated with Letter Grades</b>	<b>Min %</b>	<b>Max %</b>
A	86	100
B	73	85
C+	67	72
C	60	66
C-	50	59
F	0	49
The successful completion of a course numbered 10, 11 or 12 requires a minimum of a C-.		

The following may be used only on **final reports** in **Grades 10 to 12**:

SG	<p><b>Standing Granted.</b> Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course or subject and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry or early leaving, but may only be granted by an adjudication process authorized by the principal, vice principal or superintendent in charge of the school. Standing Granted may not be used for Graduation Transitions or for a course with a required Graduation Program Examination. (ie. BCP)</p>
TS	<p><b>Transfer Standing.</b> May be granted by the principal, superintendent or Director of Programs and Services on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice-principal, or superintendent in charge of a school may assign a letter grade on the basis of an examination of those records. Transfer Standing may not be used for Graduation Transitions.</p>
RM	<p><b>Requirement Met.</b> The student has met the learning outcomes set out in the “Program Guide for Graduation Transitions”. Requirement met may only be used for Graduation Transitions.</p>
W	<p><b>Withdrawn.</b> Students on the graduation program must withdraw from a course within 30 calendar days after registering for the course. W indicates withdrawal within this time frame.</p>
NM	<p><b>No Mark.</b> This designation may be assigned to a student on an IEP</p>

### **Assigning an “I” (In Progress or Incomplete)**

The “I” designation allows students to continue working toward the learning outcomes without failing or repeating an entire year or course. An “I” may be assigned at any time during the school year to indicate a student is making progress but requires further attention or development or specific requirements that must be fulfilled to meet the learning outcomes.

When teachers assign an “I”, they must outline a plan of action for the student. The plan will include areas that require further attention or development or specific requirements that must be fulfilled to meet the learning outcomes. (See Letter Grades “I” in this document).

An “I” assigned during the school year signals that the student’s work is not meeting expected standards. The plan of action informs the student about the problem and identifies what needs to be done in order to address the problem. Parents/guardians must be notified of the plan of action

The “I” must be converted to a letter grade for the permanent student record card and before submission to the Ministry of Education for inclusion on the student’s transcript of grades.

In secondary schools, the teacher who assigns the “I” is responsible for assessing the student’s progress to the completion of the subject or course and converting the “I” to another letter grade. Teachers must establish timelines for “I” completion that consider the school’s timetable and course registration requirements.

When the teacher who assigned the “I” is not available, the school principal will review the documentations accompanying the “I”, decide whether the requirements have been met, and convert the “I” to a letter grade.

An “I” will not appear on the final transcript of grades. A student may receive an “F” as a result of failing a provincially examinable course without having received an “I” in his or her school marks **or** if an “I” was previously assigned.

# Reporting on Student Progress

## PART 2

### Practice

#### Evaluating Student Performance

Evaluation of student performance is based on standards. Standards are realistic expectations of what students need to know and are able to do as a result of their education. In Yukon, prescribed learning outcomes (PLO) outline what schools are required to teach and what students are expected to learn.

Based on learning outcomes and expected levels of performance, teachers set specific criteria to evaluate students' learning. These criteria form the basis for evaluating and reporting student progress.

In the primary years, children's progress is reported using a performance scale and written comments to show progress in relation to the expected learning outcomes. Progress is also reported in relation to the expected learning for students in a similar age range.

In Grades 4 to 12, letter grades indicate student performance in relation to the learning outcomes for each subject or course and grade. For students in the 2004 Graduation Program, performance in courses numbered 10, 11 and 12 is reported using letter grades and percentages.

The *BC Performance Standards* are intended as a resource to support ongoing instruction and assessment. Performance standards describe levels of achievement in reading, writing, numeracy and social responsibility. Performance standards continue to be developed for other subject areas.

*The Primary Program: A Framework for Teaching* and the *BC Integrated Resource Packages* (IRPs) outlines information relating to student learning in specific grade ranges.

## Assessment and Evaluation

Assessment is the systematic gathering of information about what students know, are able to do and are working toward. Assessment should be continuous, collaborative, consultative and be criterion-based.

Evaluation is a professional judgment about the quality of a response, product or performance, based on established criteria and standards.

Assessing, evaluating and reporting student achievement and growth are integral to learning. They should be positive, supportive experiences for students.

Some assessment methods include:

- observation
- student self-assessment
- daily practice assignments
- quizzes
- samples of student work
- written tests
- holistic rating scales
- projects
- oral and written reports
- reviews of performance
- portfolio assessments
- conferencing

From information collected through assessment activities, teachers evaluate student performance. They use their professional expertise, knowledge about learning and experience with students, along with specific criteria, to provide feedback about student performance in relation to learning outcomes.

Teacher assessment can help students redirect their efforts, improve performance and establish learning goals.



Evaluation may take different forms depending on the purpose:

- **Criterion-referenced evaluation measures student performance in classrooms. Criteria are based on learning outcomes. When the program for a student with special needs is substantially modified, evaluation may be referenced to individual goals. These modifications are recorded in an IEP (Individual Education Plan)**
- **Norm-referenced evaluation may be used for large-scale system assessments.**

## **Criterion-Referenced Curriculum**

When criterion-referenced assessment is used, student performance is compared to established criteria rather than to the performance of other students.

Criteria are based on the learning outcomes for a particular subject and grade or course.

Criterion-referenced evaluation involves the following steps:

1. Choose learning outcomes from the curriculum
2. Establish criteria, involving students in the process whenever possible
3. Plan learning activities that will help students acquire the knowledge or skills outlined in the criteria
4. Provide examples of the desired levels of performance.
5. Implement the learning activities
6. Use various assessment data with students, provide individualized feedback and evaluate each student's level of performance or quality of work in relation to the criteria
7. Report the results of an evaluation to students and parents

## Individual Education Plans – Reporting

Students with special needs whose learning outcomes are substantially modified must have an Individual Education Plan (IEP) that outlines their individual goals. When these students are not expected to achieve the learning outcomes outlined in the prescribed curriculum or local program, an evaluation system referenced to individual goals is used. To evaluate their learning, their performance is compared to these established individual goals. Such evaluation has the following characteristics:

- Specific individual standards or expectations are set for the student based on their ability and past accomplishments
- The learning goals and expectations are set by learning assistance teachers in consultation with classroom teachers, parents/guardians, and the student and are recorded in the student's IEP
- Student performance is evaluated with reference to the goals, expectations and criteria, and are recorded in the IEP
- Written reports are provided to parents
- Some students with special needs can achieve or exceed the prescribed learning outcomes stated in the curriculum with adaptations to the instruction or assessment methods. Their progress may be described using an evaluation system referenced to the curriculum

## Norm-Referenced Evaluation

Norm-referenced evaluation compares one student's achievement to that of others. A norm-referenced evaluation system is not meant for classroom assessment because a classroom does not provide an appropriate reference group with which to compare an individual student's performance.

To use norm-referenced evaluation appropriately, a student's achievement must be compared with a reference group large enough to represent the population. Examples of norm-referenced evaluations presently used in Yukon are YATS and BCPs.

## Formal Reports

### Kindergarten to Grade 3

#### *Reporting Using the Performance Scale*

For each of the three reporting terms, teachers use a variety of strategies to gather achievement information that indicates a student's level of performance relevant to the learning outcomes.

The following steps outline the process for determining a student's progress on a performance scale:

1. The teacher identifies the learning outcomes that will be taught during the term.
2. The teacher develops criteria relevant to the learning outcomes, with student input, whenever possible.
3. The teacher models or provides examples of the desired levels of performance.
4. Students participate in learning activities to meet the required learning outcomes.
5. Students demonstrate their learning in a variety of ways.
6. The teacher involves students in the assessment process.
7. Student performance is evaluated in relation to the criteria and shared with the student.
8. The teacher describes a kindergarten student's progress as:
  - Approaching
  - Meeting
  - Exceeding
9. The teacher describes student progress in grades 1-3 as:
  - Not Yet Meeting
  - Approaching
  - Meeting
  - Exceeding

## **Grades 4 to 12**

### ***Assigning Letter Grades (grades 4 – 7 ) / Percentages (grades 8-12)***

Letter grades indicate a student's level of performance in relation to learning outcomes. Letter grades may be assigned for an activity, a unit of study, a term or at the completion of a course or subject.

#### ***Assigning Letter Grades/Percentage for an Activity or Unit of Study***

1. The teacher identifies the learning outcomes that will be taught during the term.
2. The teacher develops criteria relevant to the learning outcomes, with student input, whenever possible.
3. The teacher models or provides examples of the desired levels of performance.
4. Students participate in learning activities to meet the required learning outcomes.
5. Students demonstrate their learning in a variety of ways
6. The teacher attempts to involve students in the evaluation process.
7. Student performance, which is evaluated in relation to the criteria, is shared with the student.
8. A letter grade will be assigned to students in grades 4 to 7.
9. A percentage will be assigned to students in grades 8 to 12.

***Assigning Letter Grades (Grades 4-7) / Percentages (Grades 8-12) for a Term***

Throughout the term, teachers record assessment and evaluation data regarding student levels of performance in relation to criteria established for the activities. The records may be in the form of teacher observations, work samples, tests, assignments and performance tasks. Prior to issuing report cards, the teacher reviews the data and evaluates each student's overall performance for that term.

1. Determines the relative importance of each learning activity in relation to the learning outcomes for the term.
2. Collects and records the assessment and evaluation of the student's performance demonstrated through the learning activities.
3. Reviews the evaluations for the unit or term and assesses the importance (weighting) of each activity to decide the relative worth of each. Some activities may be worth more than others; for example, the marks for a short test may be worth less than the mark for a large project. Furthermore, because learning is cumulative, students may not demonstrate the same high level of performance at the beginning of the unit as they do near the end. The letter grade represents the students' performance in relation to the outcomes for the term.

**Note:** A more accurate reflection of student progress may be evident later in the term. Thus, averaging marks over the full term may not provide a true picture of a student's overall performance in relation to the learning outcomes.

4. Evaluates the student's overall performance in relation to the outcomes for the unit or term.

***Assigning a Letter Grade (Grade 4-7)/Percentage (Grade 8-12) as a Final Mark***

At the end of the school year or at the completion of a course, teachers assign a letter grade or percentage to indicate each student's overall performance in the subject and grade or course. The final term work may be more heavily weighted as it may indicate more accurately the performance of the student in relation to the outcomes. The final letter grade or percentage is not necessarily derived by averaging the term marks.

Teachers use the following letter grades in student progress reports in **Grades 4 to 7**.

<b>Grade</b>	<b>Description</b>	<b>Suggested Yukon Guidelines</b>	<b>BC Performance Standards</b>
A	The student demonstrates excellent or outstanding performance in relation to the learning outcomes for the course or subject and grade.	Mostly exceeding column is highlighted	Exceeding Expectations
B	The student demonstrates very good performance in relation to the learning outcomes for the course or subject and grade.	Mostly fully meeting and some exceeding highlighted	Fully Meeting Expectations
C+	The student demonstrates good performance in relation to the learning outcomes for the course or subject and grade.	Mostly fully meeting and some minimally meeting highlighted	
C	The student demonstrates satisfactory performance in relation to the expected learning outcomes for the course or subject and grade.	Mostly minimally meeting and some fully meeting highlighted	Minimally Meeting Expectations
C-	The student demonstrates minimally acceptable performance in relation to the learning outcomes for the course or subject and grade.	Mostly minimally meeting and some not yet meeting highlighted	
I	In Progress or Incomplete. The student, for a variety of reasons, is not demonstrating minimally acceptable performance as per the description of the learning outcomes.	Mostly not yet meeting and some minimally meeting highlighted	Not Yet Meeting Expectations
F	Failed or Failing. The student has not demonstrated, or is not demonstrating, minimally acceptable performance in relation to the learning outcomes for the course or subject and grade. In general the letter grade "F" is only assigned if an "I" (In Progress) letter grade has been previously assigned for that course or subject and grade or if the "F" is assigned as a result of failing a provincially examinable course.	Final grade only - not yet meeting is mostly highlighted	
W	Withdrawal. Upon the request of the parent/guardian of the student, the principal, vice principal or superintendent in charge of a school, may grant permission to a student to withdraw from a course or subject.		
NM	No Mark. This designation may be assigned to a student on an IEP.		

On student progress reports in **Grades 8 to 12**, teachers must use the approved letter grades shown below.

The successful completion of a course numbered 10, 11 or 12 requires a minimum of a C- (50%).

<b>Percentages Associated with Letter Grades</b>	<b>Min %</b>	<b>Max %</b>
A	86	100
B	73	85
C+	67	72
C	60	66
C-	50	59
F	0	49
The successful completion of a course numbered 10, 11 or 12 requires a minimum of a C-.		

Please see information on Incomplete or Withdrawn on page 17-18.

The following may be used only on final reports in **Grades 10 to 12:**

SG	<p><b>Standing Granted.</b> Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course or subject and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry or early leaving, but may only be granted by an adjudication process authorized by the principal, vice principal or superintendent in charge of the school. Standing Granted may not be used for Graduation Transitions or for a course with a required Graduation Program Examination. (ie. BCP)</p>
TS	<p><b>Transfer Standing.</b> May be granted by the principal, vice-principal, superintendent or director of programs and services, on the basis of an examination of records from an institution other than a school as defined in the <i>School Act</i>. Alternatively, the principal, vice-principal, or superintendent in charge of a school may assign a letter grade on the basis of an examination of those records. Transfer Standing may not be used for Graduation Transitions.</p>
RM	<p><b>Requirement Met.</b> The student has met the learning outcomes set out in the “Program Guide for Graduation Transitions”. Requirement met may only be used for Graduation Transitions.</p>
W	<p><b>Withdrawal.</b> Students on the graduation program must withdraw from a course within 30 calendar days after registering for the course. W indicates withdrawal within this time frame.</p>
NM	<p><b>No Mark.</b> This designation may be assigned to a student on an IEP</p>



## Reporting Graduation Transitions Assessment

The Graduation Transitions Program is a mandatory four-credit requirement for students following the 2004 Graduation Program.

### Grades 10 to 12

Students begin working on their Graduation Transitions requirements under the guidance of their Planning 10 teacher.

When students are meeting the Prescribed Learning Outcomes for the Graduation Transitions Program a comment of **“Meeting requirement”** will be made on term and final reports. A comment of **“Not meeting requirement”** will be made at any time when students are not meeting the Prescribed Learning Outcomes of the Graduation Transitions Program. Where a **“Not meeting requirement”** comment is made, it is recommended that a further comment is added to outline a plan for the student to meet the requirement.

Upon successful attainment of the Graduation Transitions Program, **“Requirement Met (RM)”** will be recorded on the student’s transcript.

## Reporting Student Behaviour

Yukon teachers are required to provide parents with information regarding their children’s behaviour. In formal reports, teachers provide written comments, including information about attitudes, work habits, effort and social responsibility.

**Reported letter grades or percentages must not include marks for attitude, attendance, work habits, effort and social responsibility.**

Behavioural concerns will be communicated to parents/guardians prior to formal reports.

## Writing Comments

Comments provide parents/guardians with information about their children's growth and progress in school. Perceptions of the validity of the progress report are often directly related to the quality of the written comments.

The following are some guidelines for writing clear comments:

- Write meaningful comments that refer specifically to the student's progress.
- Consider your audience when writing comments.
- Anticipate questions parents may ask about their children's growth and progress.
- Recognize that parents vary widely in their educational experiences and familiarity with educational terms.
- Write directly to parents about what their children are able to do and areas that need development. For example instead of "When writing, Jason often needs to be reminded to use correct punctuation," write "Jason needs to work on using punctuation correctly."
- Use only as many words as necessary to make the message clear.
- Use short sentences or point form.
- Use plain language and avoid educational jargon (see the suggestions provided). For example, instead of "...able to decode words and use context clues" say "...able to figure out unfamiliar words by using clues from the letters and surrounding words."
- Provide an explanation in parentheses if a word may be unfamiliar to parents.

## Suggested Words and Phrases

Plain Language	
Instead of:	Try using:
A majority of	Most
A number of	Many, several
As a means to	For, to
Assist, facilitate	Help
Communicate	Talk, write, call
Constitutes	Is, forms, makes up
Due to the fact	Because, since
Endeavour	Try
Exhibit a tendency	Tend
Factor	Reason, cause
For the purpose	For
In the course of	During
In the near future	Soon
It will be necessary	I/we/you must

The following are suggested words and phrases to use in reports

<p>To describe what students are able to do, use words such as:</p> <ul style="list-style-type: none"> <li>• Shows</li> <li>• Can</li> <li>• Continues to</li> <li>• Works well</li> <li>• Is practicing</li> <li>• Demonstrates</li> <li>• Is able</li> <li>• Is increasing</li> <li>• Has completed</li> </ul>	<p>To write about ways that learning is being supported, use expressions such as:</p> <ul style="list-style-type: none"> <li>• To continue to support</li> <li>• To develop a variety of strategies</li> <li>• To provide opportunities</li> <li>• To plan for .... Is</li> <li>• Will continue to</li> <li>• His or her goals for continued growth in this area</li> <li>• My goals for ____ are</li> <li>• It would support ____'s if he or she ____</li> </ul>
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To describe areas that require further attention, use phrases such as:

- Needs adults help with
- Needs guidance from an adult
- Requires more time and practice
- Needs reminders to
- Avoids work that requires
- Finds \_\_\_\_ challenging
- Needs practice with
- Is a concern
- Requires ongoing support
- Is receiving help from the learning-assistance teacher in ...\_\_

To describe areas that require further development, use expressions such as:

- Is working toward
- Is developing
- Is beginning to
- Is continuing to
- Is increasing
- Is practicing
- Is becoming
- Provide experiences that interest him or her by
- Providing experiences that challenge him or her by
- Challenge and expand his or her
- The success he or she is experiencing in\_\_ will be strengthened further by

To report on student progress at the primary level, with reference to the expected development for students in a similar age range , use expressions such as:

- Is typical for this age and grade
- Like many children of his her age
- Development is characteristic of many children in this age and grade group
- Easily meets expectations
- Not comfortable working independently with the mathematics materials and ideas that one would expect of children in his or her age and grade range
- Fulfills the expectations for learning
- Will take longer to reach
- Is not meeting the expectations
- At this time his or her achievements in... is not yet within the expectations of learning for this age and grade group, I am confident that with ongoing support and encouragement from home and school, he or she will meet the expectations in ...

To report on student progress at the intermediate level, in terms of the student's level of performance as it relates to the learning outcomes for each subject or course and grade, use expressions such as:

- Easily meets the expectations of his or her grade and age group
- Met the learning outcomes
- Meeting the outcomes
- Below expectations for this grade level and requires assistance
- Completed ... in a manner beyond what is typical of a Grade ...

## Writing Report Card Comments

Report card comments will clearly describe, in relation to the learning outcomes:

- a. what the student is able to do
- b. areas in which the student requires further attention or development
- c. ways of supporting the student in his or her learning

### A. Writing About What Students are Able to Do

Comments about what a student is able to do should note significant events in the student's growth, development, progress and learning.

### B. Writing About Areas That Require Further Attention

Parents and/or guardians need to learn about areas in which their children may require further attention to interventions. Teachers should tell parents about areas of concern in a meeting or a phone call before sending them a written report. The written report should state concerns clearly, provide specific examples and describe methods to support improvement. Parents also need to know areas in which their children excel and those that require challenges to promote development. The following excerpts are from reports of this kind. (see pages 30–32)

### C. Writing About ways to Support Student Learning

Setting goals is important. While some goals are set by teachers, others should be set by students. Parents are often included in the goal setting process so that they can offer support at home for continued success at school.

**Report Card Comments Exemplars K - 3**

*Kindergarten to Grade 3*

**Sally**

During our language arts time, Sally is able to pay attention to longer stories and retell the main events. She recognizes most letters at the beginning of words and can recall some simple words. Sally is working on following a sequence of instructions. She tends to start the next step before completing previous steps. Sally will be learning to use simple picture charts to follow a step-by-step activity such as creating a pattern with beads, story cards, letter puzzles, or a craft. At home, Sally could be encouraged to do tasks in a sequence and focus on completing them, such as setting the table or organizing her toys.

**Jon**

As a grade two student, Jon is able to:

- - write simple sentences
- - use capitals and punctuation correctly most of the time
- - use some simple words in standard spelling

Jon is learning to:

- - write sentences with more details
- - write longer stories
- - write more words in standard spelling

We will help Jon by:

- - teaching him to frequently use the word wall and classroom charts
- - providing him with directed practice of spelling patterns
- - reviewing letter-sound combinations
- - sending home spelling games for family use
- - encouraging Jon to write lists and notes at home

## Report Card Comments Exemplars 4 - 7

*Grades 4 to 7*

### **Mike**

This term, Mike has shown good progress in language arts. His work clearly demonstrated the ability to use text to locate information. He requires some support to draw inferences and make connections while reading fiction. Mike's learning can be supported by reading more at home and discussing how his reading relates to his experiences, ideas and feelings.

### **Emily**

Emily can effectively solve a given problem involving multiplication of two decimal or whole numbers without the use of technology. Emily requires more time and practice to be able to estimate when adding, subtracting, multiplying and dividing with decimals. In our student-led conference, Emily set the goal of double-checking her work for accuracy and completeness.

**Report Card Comments Exemplars 8 - 12**

*Grades 8 to 12*

**Peter**

Peter's analytical abilities have improved since the beginning of the year. His essays and projects this term show that he can analyze contemporary Canadian political issues from several points of view and support his position on the issue.

When writing historical essays, Peter needs to support his ideas with accurate historical facts and details. When researching a topic, Peter needs to use more sources and cite them in his work.

Peter needs to improve the clarity and expression of his oral presentations. In order to help him achieve this goal, I have shown him ways to practice speaking clearly and with expression. Peter has agreed to use a tape recorder so that he can monitor his clarity and expression. I will listen to him practice his speech and provide suggestions for him to use in his next presentation.

**Courtney**

Courtney has demonstrated that she understands the science concepts covered this term. In her lab reports she clearly detailed the process of cellular regeneration and explained how various components of the Krebs cycle function.

Courtney effectively completed the planning and design phases of her science projects. but must ensure that she completes all of the required parts of the product. I will have her develop checklists to help her keep track of what needs to be done.

When designing a science project, Courtney's goal is to connect the concepts she has learned and apply them to the scientific inquiry she is exploring. Courtney will meet with me prior to her next project to review her plans.



## Informal Reporting

Informal reporting is the ongoing communication between parents and teachers that occurs throughout the school year. Informal reports may include telephone conferences, interim reports, written communication, portfolio reviews and face-to-face conferences.

Yukon teachers are required to provide parents/guardians with a minimum of two informal reports each school year. Teachers should keep a record of such communication; for example, noting the date, the topic or focus of the informal report, a summary of the discussion and any follow-up action.

## Conferences

Conferences are an important exchange of information between home and school. Teachers should meet with parents at least once each school year to discuss their children's progress.

Teachers choose a conference that is best suited to the needs of parents, students and themselves. The conference might be:

- A parent-teacher conference in which they meet alone to discuss student progress
- A student-centered conference such as a student-led or three-way conference in which the student is actively involved.

Conferences may be held before or after one of the formal reports.

## Promotion and Retention

### Promotion

Most students achieve the prescribed learning outcomes each year and progress to the next grade or level. Areas of concern remaining at the end of the school year should be identified so that the receiving teacher can make appropriate learning plans for the student in the next year.

At times a student does not achieve expected learning outcomes in one or more areas by the end of the school year but is placed in the next grade. This is recommended practice. The placement should involve the current teacher, the receiving teacher and the parents/guardians in order to determine the best course of action to address the student's learning needs so that he/she may be successful in the next school year.

### Retention

Retention is not recommended. However, under special circumstances, parents and teachers might find that retention is in the student's best interest. Retention affects the student socially, emotionally and educationally. When a decision is made to retain a student, alternative materials and instructional strategies must be identified to address previous areas of difficulty.

The decision to advance or repeat a grade or course will be made in the best interest of that student through a consultative process with the parents/guardians, teachers, school principal and/or superintendent.

## Resources

British Columbia, Ministry of Education. *Assessment Handbook Series*.

Victoria: Ministry of Education, B.C., 1994

[http://www.bced.gov.bc.ca/classroom\\_assessment/abouthand.htm](http://www.bced.gov.bc.ca/classroom_assessment/abouthand.htm)

British Columbia, Ministry of Education. *The Primary Program: A Framework for Teaching*.

Victoria: Ministry of Education, B.C., 2000.

[http://www.bced.gov.bc.ca/primary\\_program/welcome.htm](http://www.bced.gov.bc.ca/primary_program/welcome.htm)

*BC Performance Standards*. British Columbia. Ministry of Education

[http://www.bced.gov.bc.ca/perf\\_stands/](http://www.bced.gov.bc.ca/perf_stands/)

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