



STUDENT PROGRESS REPORT RENEWAL

QUESTIONS AND ANSWERS FOR PARENTS OF STUDENTS IN GRADES 1 and 2 FRENCH IMMERSION

Background

Four years ago our school division started the process of renewing the division report cards. The renewal is occurring in phases following curriculum development and implementation. The process included a year of research and review and a year of development. The first pilot occurred in 2011-2012 at the grades 6-9 levels and the new student progress report was implemented during the 2012-2013 school year. Grades 1-5 and 10-12 progress reports were piloted in 2012-2013 and will be implemented in 2013-2014. Changes to the report card at the kindergarten and prekindergarten levels are under development.

Why was the renewal necessary?

The report card is being renewed because Saskatchewan curricula are being renewed. There has been a fundamental shift in the curricula that requires a different approach to assessing student learning, to evaluating student learning, and ultimately to grading and reporting on student learning.

What has changed?

The change in name from 'report card' to 'student progress report' summarizes the shift in the approach to reporting student achievement and growth. The goal is to give students feedback and inform parents regarding what a student knows and is able to do. Another goal is to show growth. Students enter the education system and develop knowledge and skills through the years to graduate as competent members of society. The emphasis is on monitoring student growth. Progress is reported at key times during the year.

Why is there a focus on competencies?

Each subject area has critical learnings that are to be met for the grade level. The critical learnings have indicators that detail what the student ought to know and be able to do. The development of knowledge and skills outlined in the critical learnings and indicators lead to the development of overall competencies. Students have many opportunities during the year to achieve the critical learnings for the subject at their grade level. Students develop competencies from the time they enter the education system to the time they leave at graduation as competent individuals who have attained the goals of education.

Why is this approach more appropriate than current reports?

Emphasis is placed on learning and not on working to achieve a “letter grade” or “mark”. Students can focus on acquiring skills and knowledge rather than on earning points. Everything they do “counts”. Every task, assignment, or project is an opportunity to gain knowledge and develop skills and provide evidence of competence. There are many opportunities to develop the competencies, building on each other to improve overall learning.

What is an interdisciplinary curriculum for French Immersion?

It is a way of organizing the road map for student learning. It begins with French language development with an emphasis on oral language. Meaningful connections are made between language learning and the subjects. Authentic inquiry contexts (units of study) integrate French Language Arts, Mathematics, Science, Social Studies, Health, Physical Education and Arts Education.

Is my child going to learn to read, write and do Math with the interdisciplinary curriculum?

Yes. Oral language development is the foundation for learning to read and write. As children engage in contexts (units of study), they develop the oral language needed to read and write the words and phrases they are exposed to. Students will also develop Math knowledge and skills.

What is reported on the student progress report?

- 1) Competencies - Information is shared regarding a student’s performance and progress for each subject area by reporting on the overall competencies that are being developed through the specific subject. The competencies are an overall summary of the knowledge and skills addressed in the subject. Additional comments give students descriptive feedback. The comments might talk about what a student is doing well, how the student has improved, or may be about setting a goal.

Example – **Expresses Self to Meet Needs and Fulfill a Purpose** has three competencies which are reported:

- Uses Language Models
- Communicates Effectively
- Develops Movement Skills
- Reflects on Learning

Competency: Expresses Self to Meet Needs and Fulfill a Purpose					
		1	2	3	4
Uses Language Models Demonstrates the ability to use modelled language (oral, print and other media texts) to express self	T1				
	T2				
	T3				
Communicates Effectively Communicates own ideas and understanding through creation of visuals, orally, through writing and artistic expression.	T1				
	T2				
	T3				
Develops Movement Skills Engages in movement activities to develop personal health, skills, and to interact with others.	T1				
	T2				
	T3				
Reflects on Learning Explains how learning can be applied to new situations.	T1				
	T2				
	T3				

- 2) Personal and Social Growth – those developmental personal and social skills that help create a positive learning environment and support the learning process.

Personal and Social Growth					
		1	2	3	4
Respect – Engages with other students and adults with courtesy and dignity	Term1	<div></div>			
	Term 2	<div></div>			
	Term 3				
Responsibility –Treats personal property and property of others with care	Term1	<div></div>			
	Term 2	<div></div>			
	Term 3				
Cooperation – Works well with everyone, shows empathy and compassion, contributes to a safe and caring catholic school climate	Term1	<div></div>			
	Term 2	<div></div>			
	Term 3				
Independence – Makes appropriate choices, solves problems effectively, and takes responsibility for behavior	Term1	<div></div>			
	Term 2	<div></div>			
	Term 3				
Comments:					

- 3) Factors Affecting Achievement - those habits, behaviours and attitudes that affect learning are reported by the homeroom teacher:

Factors Affecting Achievement					
		1	2	3	4
Confidence – Is willing to try new things, engages in learning, and perseveres when tasks are difficult	Term1	<div><div></div></div>			
	Term 2	<div><div></div></div>			
	Term 3	<div><div></div></div>			
Organization – Plans and manages learning time, space, and materials	Term1	<div><div></div></div>			
	Term 2	<div><div></div></div>			
	Term 3	<div><div></div></div>			
Collaboration – Works productively with others, takes responsibility, and is prepared	Term1	<div><div></div></div>			
	Term 2	<div><div></div></div>			
	Term 3	<div><div></div></div>			
Comments:					

What marking system is used?

Student progress is reported in a similar way from grades one to twelve. All progress reports use a rubric that describes the different levels of understanding and performance on a bar graph. At the grades 6-9 level, a bar graph is used to report on the competencies along with an achievement code. At the grades 10 -12 levels, the bar graph to report on competencies is also used. A percentage is reported as well because a percentage is required to enter post secondary institutions after graduation.

What are rubrics?

A rubric is a written description of performance levels ranging from low performance to very high performance. A four point rubric is used in the progress report. The student knowledge and understanding, as well as skills are assessed based on the description at each of the four levels. The rubrics are explained in Appendix A and B on pages 6 and 7.

Competencies Rubric			
1 – Little Evidence	2 – Partial Evidence	3 – Sufficient Evidence	4- Extensive Evidence
With help understands parts of the simpler concepts and performs a few of the simpler processes.	Understands the simpler concepts and performs the simpler processes.	Understands more complex concepts and is able to perform complex processes that are explicitly taught.	Has a deep understanding of complex concepts and processes and can apply to new situations.

How does the four point rubric convert to a letter grade or a percentage?

There is no conversion. The numeral over the rubric serves as a place holder on a scale. The focus is on the description of the competencies in each of the subjects for the grade level. What is important to know is the level of knowledge and skill attainment in the subject area. The rubric helps to explain that level of attainment.

What is considered in regards to Personal and Social Growth

Personal and Social Growth examines four areas.

- *Respect*
Engages with other students and adults with courtesy and dignity
This focuses on the student's relationship with others, being polite, thoughtful, friendly, having a pleasant disposition.
- *Responsibility*
Treats personal property and property of others with care
This describes the way a student takes care of personal belongings and the material that belong to other people in and around the classroom and the school.
- *Cooperation*
Works well with everyone, shows empathy and compassion, contributes to a safe and caring catholic school climate.
This focuses on understanding and abiding by classroom and school rules, following instructions, seeing others' point of view, and being empathetic.
- *Independence*
Makes appropriate choices, solves problems effectively, and takes responsibility for behavior
This describes the student's approach to self control, to be able to resolve conflict peacefully, to be able to recognize mistakes and learn from them.

What are the Factors Affecting Achievement?

The factors affecting achievement have been grouped under three categories.

- *Confidence*
Is willing to try new things, engages in learning, and perseveres when tasks are difficult
This describes the student's approach to learning: participating to the best of ability, willing to try new tasks and to try again if necessary, not afraid to make mistakes.
- *Collaboration*
Works productively with others, takes responsibility, and is prepared
This focuses on interpersonal skills: the ability is to work well with others in small groups as well as in a large group setting, being a team player, having an attitude of respect for others and for property, contributing to a caring school climate.
- *Organization*
Plans and manages learning time, space, and materials
This focuses on organizational skills: the ability to manage the day to day tasks, to collect and organize information, to plan to complete assignments on time, to be able to plan a task from start to finish, to make good use of time.

How do I know how my child is doing in relation to others in the class?

It is important to know how your child is doing in relation to the critical learnings that have been identified in the curriculum. It is important also to know how your child is progressing, the areas of strength and areas for continued growth. That is more valuable than a comparison to others in the class. The groups of students vary greatly from class to class, the critical learnings stay constant.

Appendix A

Competencies Rubric

1 – Little Evidence

With help, understands parts of the simpler concepts and performs few of the simpler processes.

A student is having a lot of difficulty attaining the curriculum critical learnings. The student may be working on the same outcome but using material that is at a lower level of difficulty than the grade level. The student may require a lot of repetition and individual attention to understand some of the simpler concepts. The student may concentrate efforts on fewer tasks to allow more time to be able to perform these simpler tasks.

Knowledge and Skills: The student is able to name, recognize, list, recall, restate, reproduce...

2 – Partial Evidence

Understands the simpler concepts and performs the simpler processes.

A student is working at attaining the curriculum critical learnings using the material that is at the grade level. The student, with support, understands the content and is able to complete the tasks at a basic level.

Knowledge and skills: In addition to the knowledge and skills described in 1, the student is able to connect, organize, classify, describe, explain...

3 – Sufficient Evidence

Understands more complex concepts and is able to perform complex processes that are explicitly taught.

A student is meeting all the critical learnings for the grade level.

Knowledge and Skills: In addition to the knowledge and skills described in 1 and 2, the student is able to plan, construct, summarize, experiment, compare, draw conclusions, analyze...

4 – Extensive Evidence

Has a deep understanding of complex concepts and processes and can apply to new situations.

A student is able to apply knowledge and skills to other situations.

Knowledge and Skills: In addition to the knowledge and skills described in 1, 2, and 3, the student is able to infer, evaluate, justify, hypothesize, synthesize, create...

Appendix B

Factors Affecting Achievement Rubric

1 – Beginning

Meets some expectations with continual guidance and frequent reminders.

The student has difficulty understanding and responding to expectations that help create good learning situations. Expectations have to be reviewed frequently and the student still has difficulty meeting the expectations that are appropriate for a student in that age group.

2 – Developing

Meets most expectations with some guidance and several reminders.

The student understands most expectations that are conducive to a good learning situation. When reminded of expectations the student usually is able to meet the expectations that are appropriate for a student in that age group.

3 – Progressing

Meets all expectations with minimal guidance and occasional reminders.

The student has a good understanding of expectations and generally responds positively. Some reminders may still be needed to meet the expectations for a student in that age group.

4 – Established

Meets all expectations independently, provides a positive influence.

The student understands expectations without having to be told. The student does not need to be told or reminded of expectations to meet the expectations that are appropriate for a student in that age group. Others may be positively influenced by the example set by the student.