


**Proficiency-Based Reporting**

Saanich School District policy specifies the following as formal direction for Saanich Schools when preparing and distributing report cards and digital portfolios. Neither letter grades or percentages are to be used to indicate student performance (Kindergarten to Grade 8). Student progress is reported using the BC Ministry of Education Proficiency Scale. The Proficiency Scale will also be used for the purposes of the Permanent Student Record. Letter grades may be communicated verbally to those parents who request them.

<b>Proficiency Scale</b>				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

**When reporting on student progress include:**

- Information related to the student’s achievement relation to BC Ministry Proficiency Scale. (Emerging, Developing, Proficient, Extending)
- Strengths - What the student can do.
- What the student is still working towards.
- Next steps - Ways to support continued learning.
- Written descriptive feedback on student learning behaviours
- Student self-assessment of their ability in relation to the Core Competencies.



**\*\*Remember to include a comment about effective strategies and adaptations when they are being used for students with IEPs**

Guidelines for Reporting Using Digital Portfolios

**Achievement**

The following table provides stems which may be helpful when writing proficiency-based report comments:

<i>Emerging</i>	<i>Developing</i>	<i>Proficient</i>	<i>Extending</i>
<ul style="list-style-type: none"> <li>● shows some understanding of...</li> <li>● is beginning to...</li> <li>● may be able to...</li> <li>● is starting to...</li> <li>● requires support to...</li> <li>● is not yet able to...</li> <li>● does not yet...</li> <li>● needs a great deal of assistance to...</li> <li>● seldom...</li> <li>● has not yet demonstrated...</li> <li>● with direct support...</li> <li>● rarely...</li> <li>● has difficulty with...</li> <li>● struggles to...</li> <li>● has a limited understanding of...</li> </ul>	<ul style="list-style-type: none"> <li>● is able to... at a basic level/in familiar situations</li> <li>● with support shows an understanding of</li> <li>● is working on...</li> <li>● needs reminders to...</li> <li>● sometimes...</li> <li>● with support is able to...</li> <li>● with prompting is able to...</li> <li>● occasionally is...</li> <li>● has some difficulty with...</li> <li>● is developing...</li> <li>● is aware of... but is not yet applying independently</li> <li>● strives to...</li> </ul>	<ul style="list-style-type: none"> <li>● is able to demonstrate...</li> <li>● engages in...</li> <li>● consistently demonstrates the ability to...</li> <li>● is able to...</li> <li>● understands...</li> <li>● is competent with...</li> <li>● is capable of...</li> <li>● demonstrates a solid understanding of...</li> <li>● can describe...with detail/accuracy/confidence</li> <li>● demonstrates a comprehensive understanding of...</li> <li>● can independently...</li> </ul>	<ul style="list-style-type: none"> <li>● creatively/insightfully applies...</li> <li>● is innovative when...</li> <li>● shows in depth understanding of...</li> <li>● in complex situations, is able to...</li> <li>● is strategic...</li> <li>● extends learning by...</li> <li>● consistently...</li> <li>● to a high degree...</li> <li>● is highly skilled at...</li> </ul>

Based on Reporting and Communicating Student Progress - SD41

**Learning Behaviours**

Embed anecdotal comments on student learning behaviours using a frequency scale (**for example: not yet, sometimes, most of the time, consistently**). Report on learning behaviours that are appropriate for the student and the context. The following list of learning behaviours provides a starting point:

- participates actively in lessons and learning opportunities
- has materials ready and begins tasks independently
- uses class time productively
- cooperates well with others and is supportive of peers
- work shows effort and care
- is resourceful (seeks solutions independently)
- completes assignments and activities on time
- reflects on progress and uses feedback to improve work and set goals

