

Middle School Reporting: Communicating Student Learning



Report card comments will include:

1. Strengths and achievement- What the student can do
2. What the student is still working towards
3. Next steps - Ways to support continued learning
4. Written descriptive feedback on student learning behaviours

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

Top Tips

- maintain focus on the student
- provide parents/guardians with personalized, clear, precise, and meaningful feedback
- identify strengths and challenges
- connect next step(s) to the challenge(s) identified
- use language that parents/guardians will understand; avoid teacher jargon
- connect comments to curricular competencies but avoid a generic list of what was taught
- provide examples to help clarify the broad statements
- help parents/guardians understand how they can support learning at home

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 is included in the Saanich Schools Middle School Interim template.


- 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

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

Student achievement is reported on using a proficiency scale.

Proficiency Scale				
	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.

The following examples can be used as a guide when writing proficiency-based report comments:

Language Arts:

STUDENT is able to read and respond to fiction and non-fiction texts, and HIS/HER responses are becoming more developed, demonstrating increasing ability to explore ideas within, between, and beyond texts. STUDENT'S structured written work is organized, ideas are well-developed, and HE/SHE consistently uses proper conventions for spelling, grammar, and punctuation. I encourage STUDENT to continue to focus on including a variety of sentence structures and vocabulary in HIS/HER written work. STUDENT'S consistent willingness to use feedback to improve HIS/HER work has helped HIM/HER make solid progress this term.	<i>PROFICIENT</i>
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Math: (*)IEP)**

With support, STUDENT is able to add, subtract, multiply, and divide integers; represent simple situations using integers; and solve one-step equations. HE/SHE is developing the ability to apply an understanding of these concepts to problem-solving situations, and we will continue to support STUDENT to develop these skills in the upcoming term. As per HIS/HER IEP, STUDENT requires access to a calculator or multiplication grid for basic facts and often completes fewer practice questions. STUDENT consistently uses HIS/HER class time productively and asks for help when HE/SHE needs it.	<i>DEVELOPING</i>
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Socials:

Through in-class activities, discussions, and our final assessment on ancient civilizations, STUDENT demonstrated an introductory understanding of the features of civilization. With direct support, HE/SHE was able to provide some explanation for how these features were connected and contributed to a civilization's success or decline, but HE/SHE is not yet able to do so independently. For HIS/HER final project, STUDENT needed a lot of support to identify a guiding question, working through the research process, and creating and following a plan for completion. Helping STUDENT break each step into more manageable pieces was a helpful strategy. HE/SHE needs a lot of support to stay on task and be productive.	<i>EMERGING</i>
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Science:

STUDENT demonstrates a sophisticated understanding of the key terms and concepts related to our unit on natural selection. HE/SHE is able to make highly insightful connections between these terms and concepts. HE/SHE extended HIS/HER learning by independently planning, filming, and editing a short video tutorial to teach other students. STUDENT demonstrated a true aptitude for this and I encourage HIM/HER to continue to find creative opportunities to take HIS/HER learning to the next level. HE/SHE consistently participates in our lessons and activities and uses feedback to reflect on HIS/HER learning.	<i>EXTENDING</i>
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French:

STUDENT is working on expressing HIS/HER thoughts and ideas in conversational French using verbs, pronouns, and structures such as questions and invitations. HIS/HER willingness to participate orally continues to help HIM/HER become increasingly more fluent with simple phrases. STUDENT'S positive energy is always appreciated. HE/SHE sometimes needs reminders to prioritize learning tasks over socializing.	<i>DEVELOPING</i>
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Drama:

STUDENT consistently demonstrates the ability to use drama forms, such as tableau and reader's theatre, to successfully carry out a given task. HE/SHE is working on being more willing to take creative risks when performing in front of others. STUDENT cooperates with and supports peers, helping to make our class a safe learning space for all students.	<i>PROFICIENT</i>
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Art:

STUDENT demonstrates a solid understanding of the elements of design that we have been working on this term, including line, colour, texture, and shape. HE/SHE is learning to use more advanced elements such as balance and contrast to enhance HIS/HER work. HE/SHE consistently demonstrates respect for the art room materials and environment. STUDENT has demonstrated enthusiasm in art class this term, particularly when exploring watercolour techniques.	<i>PROFICIENT</i>
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Home Ec:

This term, STUDENT was working on acquiring Home Economics skills and concepts such as recipe reading, knowledge of ingredients, cooking skills (sauteing, baking, boiling, frying) as well as introductory hand sewing skills. With prompts and reminders, STUDENT was able to complete the class cooking projects. I encourage HIM/HER to help with the cooking at home to continue to develop these skills. With support, STUDENT was able to complete HIS/HER hand sewing project. HE/SHE usually works cooperatively and makes contributions to class clean up.	<i>DEVELOPING</i>
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PE:

This term, STUDENT was able to demonstrate competence in a variety of skills and activities that enhance and maintain health and which help HIM/HER accomplish HIS/HER fitness goals. STUDENT consistently demonstrates strong skills in field hockey and lacrosse. HE/SHE is working on increasing accuracy when passing the ball in soccer. STUDENT cooperates well with others and is supportive of peers.	<i>PROFICIENT</i>
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