COMMUNICATING STUDENT LEARNING IN SAANICH SCHOOLS

Guidelines for Reporting Using Electronic Portfolios

“ Makes learning visible to all and provides rich opportunity for discussion about a child’s learning in a strength based Conversation. ”
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**Introduction:**

Electronic portfolios represent a means by which teachers share student learning with students and parents. By “making learning visible” through video, photo, audio and notes, teachers reflect the learning and progress that is happening within the classroom for each student.

Electronic sharing of captured moments and assessment activities that reflect student progress and learning allows for self-reflection and greater parent engagement. Electronic portfolios are used in conjunction with wise assessment, evaluation and reporting practices.

Being able to see inside the classroom opens the doors for communication with how my son is doing in school.”  

*Parent*

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**Setting the Context**

As curriculum changes in the province of BC, particularly at the kindergarten to grade nine level, assessment and reporting practices are changing too. The goal of reporting and communicating student learning is to ensure that parents are well informed about their children’s progress, while maintaining alignment with Ministry of Education curriculum standards.

Saanich Schools continue to evolve in their assessment, evaluation and reporting practices to align with the redesigned curriculum and emerging technologies. Based on in-depth exploration and system feedback, teachers are able to use electronic means for communicating student learning with parents and for engaging students in their own learning.

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**Effective Communication with Parents/Guardians and Students**

Effective Communication between the home and the school is central to student success. The goal of communicating student learning is to ensure that communication between home and school is effective and ongoing, so that:

- Parents are well informed about their child’s progress.
- Parents are involved as partners in a dialogue about their child’s progress and the best ways to support and improve learning.
- Students are provided with information that is meaningful to them and helps them to improve their own learning.
Quality Communication Using E-Portfolios:

**E-portfolios capture and document learning that:**

- Describes curriculum *big ideas* and *competencies*.
- Provide glimpses into each child’s *learning, understanding, and progress* (makes student learning visible) via ongoing, timely, specific communication.
- Invites *analysis* and *reflection* for further learning from the student and their parent/guardian.
- Shows *teacher experience and expertise* in designing and capturing meaningful assessment activities.
- Is *fair, transparent, meaningful and responsive* to all learners.
- Focuses on all three components of BC curriculum; *knowing, doing, understanding*.
- Provides *ongoing, descriptive feedback* to students, including suggestions regarding ways that parents can support their child.
- Provides *varied and multiple opportunities* for learners to demonstrate their learning.
- Communicates clearly to the learner and parents *what the student is able to do, what they are working towards and ways that learning can be supported*.
- Reinforces the importance of *self-assessment and goal setting*.
- Includes *feedback from multiple sources*, as appropriate, including the student, teacher, peers, and parents.
- Encourages students to use the information to *work towards revisions* to their work and to *set new learning goals*.

**Communication should:**

- Show *authentic evidence* of student learning, such as work samples, photographs, audio and video. These may be observed at any time during the learning process.
- Be chosen to *enhance parent and student understanding* of the progress being made by the student.
- Document *what students know, understand, and can do*.
- Show a child’s *learning over time*, and demonstrate their understanding of *how they learn*. 
Student Progress Reports

Written student progress reports form part of the ongoing learning for students. These reports are written and communicated to parents at key points during the school year. These progress reports represent a “snapshot” of progress at key points during the school year.

Teachers in their first year of using FreshGrade will continue to use formal progress reports at defined reporting times during the school year. Teachers in their second year of using FreshGrade as an alternative, may provide summative comments at key times during the year rather than providing progress reports. These summative comments will appear as part of the FreshGrade portfolio and will be communicated periodically during the school year.

Student Summative Reports

All students will receive a final, written report that summarizes their learning over the course of the school year. At the end of the school year, or if a student moves to another school, parents will receive a final written summative report. The purpose of the report is to outline and summarize the child’s achievement in the required areas of learning outlined in the curriculum, for that school year and consistent with Saanich School District policy. The summative report will include information about:

- The student's strengths.
- Areas for continued growth and development.
- Ways to support the student’s learning at home and at school.
- Information related to the student's achievement and performance in relation to performance standards for the area of study.
- Student self-assessment of their ability in relation to the Core Competencies.

Self-Assessment: Core Competencies

The final written summative report will also include a student self-assessment of the Core Competencies (Communication, Thinking, and Personal and Social), completed with the support and guidance of the teacher when needed or appropriate. The form in which student self-assessments are reported, shall be guided by district procedures. See Appendix E for additional information.
Communicating Student Learning via Electronic Portfolios:

Portfolio Requirements:

- **Curricular Areas:**
  - A minimum of *one piece* of evidence of learning each month in the key areas of *reading, writing, and numeracy*.
  - A minimum of *one post per year* in other required areas of study.
  - As appropriate, posts may be made across *multiple areas of learning* that include themes, Core Competencies, inter-disciplinary units and general attributes of the child as a learner.
  - *Summative information* for reading, writing, numeracy reported in the student portfolio at least two times per year.

- **Self-Assessment:**
  - The most *important voice* in the assessment conversation *is the Child’s*. Incorporating their voice and self-reflection through written text, video, audio, and/or photos is important. See Appendix F for self-reflection prompts.
  - Student self-assessment regarding *Core Competencies*.
  - Students should be *encouraged to comment* on posted learning activities, and in some cases, make choices about which assessments to post to their portfolios.

- **Parent Reflection:**
  - Well-chosen learning activities will not only share assessment information with *parents*, but invite their *reflection* on their child’s learning.
    - What do you notice about your child’s work?
    - What has your child learned to do?
    - How do you know they have learned?
    - What evidence shows their learning?
  - Assessment information that is key to student learning should also *stimulate home conversations* between students and their families.

- **Inclusions:**
  - *Attendance Information*: a post to the portfolio two times per year and as part of the final summative report relative to absences and lates.
  - *School Identification*: on student progress reports and summative reports, an indication of the school name must be included.
• **Formal Reporting Requirements:**
  o Teachers in their *first year* of electronic portfolios must complete:
    ▪ Structured, written student *Progress Reports* at the end of term one (November/December) and term two (March).
    ▪ Structured, written student *Summative Report* at the end of the school year (June).
  o Teachers in their *second year* of electronic portfolios:
    ▪ *Summative comments* in reading, writing, numeracy posted to each student’s electronic portfolio two times during the school year.
    ▪ Structured, written student *Summative Reports* at the end of the school year (June).

**Some Cautions about Using E-Portfolios:**

**Less is More:**
- Avoid the “scrapbook/Pinterest” media dumping approach. We want to ensure key areas of learning are shared and that we don’t overwhelm parents and ourselves as teachers.

**Carefully choose:**
- Evidence that demonstrates and shows student learning.

**Make Clear Assessment Decisions:**
- Decide which key assessments matter most and avoid overwhelming the portfolio.
Summary of Elementary Reporting Requirements:

<table>
<thead>
<tr>
<th>Curricular Areas</th>
<th>First Year Using E-Portfolios</th>
<th>Second Year (and Beyond) using E-Portfolios</th>
</tr>
</thead>
</table>
| § Communication Frequency | ▪ Reading 1 per month  
▪ Writing 1 per month  
▪ Numeracy 1 per month  
▪ Other Areas of focus as appropriate | ▪ Reading 1 per month  
▪ Writing 1 per month  
▪ Numeracy 1 per month  
▪ Other Areas of focus as appropriate |

<table>
<thead>
<tr>
<th>Formal Written Reports</th>
<th>§ Progress Reports</th>
<th>§ Final Summative Report</th>
</tr>
</thead>
</table>
| § Two (2) per year at assigned times (Nov/Dec and March)  
▪ Attendance information  
▪ School identification info. | ▪ Two (2) times per year report summative statement in student portfolio for reading, writing and numeracy.  
▪ Student attendance posted to portfolio twice during the year | ▪ One (1) per year at end of school year (June) or if a student moves to another school.  
▪ Attendance information  
▪ School identification info. |

<table>
<thead>
<tr>
<th>Student Self-Assessment</th>
<th>§ Communication Criteria</th>
<th>§ Principal Consultation</th>
</tr>
</thead>
</table>
| § On-going opportunities for students to engage in self-assessment tasks.  
▪ References to Big Ideas, Curricular Competencies and Content.  
▪ Provide descriptive feedback. | ▪ Principals must still review, and comment on progress and summative report cards. |

| ▪ Authentic evidence of student learning.  
▪ References to Big Ideas, Curricular Competencies and Content.  
▪ Provide descriptive feedback. |

| ▪ Principals must review e-portfolios and make periodic comments on student progress. |

Letter Grades and Performance (Proficiency) Scales

Saanich School District policy specifies the following as formal direction for Saanich Schools when preparing and distributing report cards and electronic portfolios:

**Elementary Schools (K-5):**

- Neither letter grades nor percentages are to be used to indicate student performance in all elementary grades.
- Student progress with reference to expected development for K to 3 may be communicated using language consistent with Ministry of Education Performance Scales in the areas of Reading, Writing and Mathematics.
  - K: Approaching/Meeting/Exceeding  
  - 1-3: Not Yet Meeting/Approaching/Meeting/Exceeding  
  - 4-5: Not Yet Meeting/Meeting/Fully Meeting/Exceeding
- For grades 4 and 5, letter grades in the areas of Mathematics, Reading and Writing must be prepared by teachers for the purpose of including these on the Permanent Student Record.

These letter grades may also be communicated verbally to those parents who request them. Letter grades are not to be communicated via electronic portfolios.
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<td>• Lang. Arts</td>
<td>1 per month</td>
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<tr>
<td>• Math</td>
<td>1 per month</td>
<td>• Math</td>
</tr>
<tr>
<td>• Science</td>
<td>1 per month</td>
<td>• Science</td>
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<td>• FAAS</td>
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<th>Progress Reports</th>
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### Letter Grades and Performance (Proficiency) Scales

Saanich School District policy specifies the following as formal direction for Saanich Schools when preparing and distributing report cards and electronic portfolios:

**Middle School (6-8):**

- Letter grades only are to be used to indicate student performance in all middle school grades (no percentages may be used).
- Teachers may use language associated with letter grades as per the Ministerial Letter Grade order rather than letter grades:
  - A: excellent or outstanding
  - B: very good
  - C+: good
  - C: satisfactory
  - C-: minimally acceptable
Appendix A:
Electronic Portfolio Checklist for Teachers New to FreshGrade:

June:
Confirm teacher interest in using FreshGrade as a means for communicating student learning via email with school principal or vice-principal (PVP will communicate with Learning Services).

July/August:
Review FreshGrade introductory videos at FreshGrade.com
Create a plan for posting.

September:
Confirm Parent/Guardian consent for use of Web-based tools and FreshGrade (form available on the Hub at https://hub.sd63.bc.ca/course/view.php?id=141)
Signed Parent/Guardian consent form placed in student file.
Participate in a district FreshGrade training session.
Connect with a “FreshGrade Mentor”
Check to ensure that you have access to FreshGrade using your district login credentials.
Ensure that student demographic information for your class enrolment is accurate.
Ensure that reporting requirements have been reviewed and understood.
Invite school principal as a colleague to share your class portfolios.

September or October:
Enable the ‘sharing’ features in FreshGrade with parents and/or students as you are ready and comfortable.
Host a parent information event (this could be part of Meet the Teacher Night).
Share FreshGrade with your students and teach them how to comment and post in their portfolio (you could do FreshGrade Fridays).
Appendix B:
Parent Informed Consent

FRESHGRADE PERMISSION FORM

Participating in a global learning environment extends our classrooms and student learning experiences. An important part of our class work this year involves students and staff using Web-based tools to create and share our learning.

FreshGrade (www.freshgrade.com) is an on-line communication tool that allows teachers to upload student learning samples to a secure electronic portfolio. Students will have the ability to add to their portfolio and parents will have the opportunity to view student work and assessment information for their child. Each child will have a separate and secure portfolio accessible only to the teacher, the student and their parents/guardians.

- FreshGrade enables teachers to share information regarding student learning with parents through a secure, password protected site. Students will also be able to access the site and add samples of their work for the purpose of communicating student learning.
- Each teacher will create an account for the students in their class and grant access to the student and their parents/guardians.
- All information created, stored and accessed by teachers, parents and students will be stored on FreshGrade servers in Canada.
- Specific information entered into FreshGrade includes: student number, student name, student grade, parent/guardian name, parent/guardian email, educational assessments, educational reports, videos and photos of students.

To give consent please complete and sign the Web-based Tools Consent form on the reverse of this notice. The form must be returned to your child’s teacher and stored in the student’s school file.

If you would like further information, please feel free to visit the FreshGrade website at www.freshgrade.com or contact your child’s teacher.
Web-Based Tools Consent Form

Participating in a global learning environment extends our classrooms and student learning experiences. An important part of our class work this year involves students using Web-based tools to create and share our learning. Please read the attached cover letter outlining which Web-based tools will be used, the education rationale for using it and how student accounts will be created. Using these tools, students may:

- Create accounts using personal information (ie username or email address)
- Publish/present student pictures/video/audio, with names and personal information
- Create/communicate/collaborate/network in online communities

Internet safety, Digital Citizenship and Literacy¹ will be taught explicitly and revisited regularly. We will be learning alongside children in our school, our school district, and around the world. As a general safe practice, when interacting with any Web-based service, students should take care and avoid posting personal information that could be used to identify themselves or other people. Students personal information may be accessible by others with the creation of an account on a Web-based tool, through the content created and published by your student and the actions of others.

Consent for a student's use of Internet-based tools is required from both parents/guardians and students 12 years and older to comply with British Columbia's Freedom of Information and Protection of Privacy Act (FOIPPA)². If consent is not provided for the student's use of Web-based tools, the student will not be penalized in any way and alternate activities will be provided, as appropriate.

It is important to be aware that the many Web-based tools are online services hosted outside of British Columbia and possibly Canada. While stored outside the country, information in the student's accounts may be subject to the laws of foreign jurisdictions, for example, in the United States, the USA Patriot Act.

Please return this form to the school, signed to indicate your consent.

Use of Web-based Tools Parent/Guardian and Student Permission:
I will support the classroom teacher in the use of Web-based tools and understand that the information my child/I may create could be publicly accessible though the participation of my child/myself and/or others in the class. I am aware of and understand the privacy risks as described above.

_____ YES, I GIVE MY CONSENT OR _____ NO, I DO NOT CONSENT

Parent/Guardian’s Name: ___________________________ Date: __________

Parent/Guardian Signature: ___________________________

Student Signature: ___________________________

¹ http://hub.sd63.bc.ca/course/view.php?id=78
² http://www.bclaws.ca/Recon/document/?id=freeside/96165_00

Please see Web Based Tools Teacher letter on reverse
Dear Parents and Guardians,

As you are aware, our class has been using an online service, called FreshGrade to gather and share assessment and evaluation information via a private, electronic portfolio, viewable only by you, your child, the classroom teacher(s) and the principal/vice-principal. This electronic portfolio or eportfolio, allows for current and relevant assessment information to be provided in a timely manner. It further allows for you to comment on your child’s learning and for your child to self-reflect on their own learning.

Our intent is that the eportfolio will replace traditional paper report cards sent home in November and March. We will of course, still provide a summary report card at the end of the year, as well as periodic summative comments regarding how your child is doing relative to the standards established for the grade level and subject within the eportfolio.

The process of reporting using eportfolios is supported by recent Ministry of Education changes to curriculum and to Ministerial Orders governing reporting standards. This move to ongoing, timely reporting, constitutes a change in how teachers assess, evaluate and communicate learning to parents. The intent is for eportfolios to replace mid-year report cards rather than as an additional form of reporting.

In order to continue sharing information through the eportfolio, and not in the traditional reporting format, your consent is required. If you would like to receive a regular school report card for term one and term two, please contact me at school.

School Phone Number
Email address:

You are welcome to contact me at any time if you require additional information.

Thank-you

Teacher & School
Appendix D: Sample Student Progress Report Using FreshGrade

Elementary School - Term 1 Report Card

5th Grade

Your Child as a Learner

has had a great Term 1 in Grade 5. She is a good listener and contributes to class conversations without prompting. demonstrates respectful and inclusive behaviour and works cooperatively. She stays on task and follows expectations and routines independently, and always does her best. She can identify problems, generate possible solutions, and compromise to meet the needs of others. fully meeting expectations for personal and social responsibility.

Achievement in Key Learning Areas:

Reading:
We have learned about literary genres (fantasy, sci-fi, biography, etc.) and students are keeping a Reading Journey log where they track the texts (poems, novels, storybooks, etc.) they have read. In our class Read-Alouds, 'Because of Mr. Terupt' and 'Pax', we focused on making predictions and inferences, and summarizing. Every day we have individual silent reading time to foster interest and stamina in reading.

Writing:
This term we focused on conventions such as spelling, punctuation, and sentence structure in our writing. We have explored literary elements such as setting, character, plot, conflict and conclusion through our study of and creation of our own fractured fairy tales. Every week we write an entry in our "Free-Write Journals" with the goal of improving the ability to write more and add details and explanations.

Numeracy:
This term we focused on place value and ordering and comparing numbers. Every day we work through a page or two of exercises in our math workbook and then we play math games that strengthen targeted skills. Unit #1 was on place value (e.g., understanding that the 4 in 546 represents 40) and Unit #2 was on ordering and comparing numbers, and regrouping.

ASSESSMENT

Reading:
fully meeting expectations for reading. She shows excellent comprehension and is working on fluency and interpretation. She actively participates in Read-Aloud discussions and can make predictions and inferences. reads independently during silent reading time and shows an expanding interest in a variety of genres.

Writing:
fully meeting expectations for writing. She clearly expresses ideas and understanding in writing and her sentence structure and vocabulary is becoming increasingly advanced. shows a strong foundation in spelling, punctuation and grammar.
Other Areas of Focus this Term:

Science:
We are studying the human body. We have researched body systems (digestive, musculoskeletal, circulatory, and respiratory) and we are putting together life-size diagrams of the human body. In this part of our study we are learning research and note taking skills, as well as creating and labelling diagrams. With Mrs. Keaecher, students have split into groups and are creating exhibits that demonstrate understanding of the functions of the body systems, out of cardboard! This project has a strong cooperative component, as students are challenged to work together to represent their learning.

Art:
This fall we have studied colour, line, and shape from the Elements of Art/Design. Our art classes are a combination of “guided art” where students follow along to create a demonstrated piece of art while learning specific techniques and “original art” where students apply these techniques in their own way.

Physical Health Education:
Our focus this term has been cooperation and sportsmanship, practiced through soccer and a variety of gym games. Within soccer we practiced dribbling, trapping, passing, positioning and communication. We have also explored and assessed strategies for promoting mental well-being in ourselves and others, and for responding to discrimination, stereotyping, and bullying.

ASSESSMENT

Science:
participates well in our science classes. Her notes and scientific diagram colouring are neat and she participates in our class discussions and can share what she knows. In Arts Education with Mrs. , is in a group working to show their understanding of the circulatory system through a Pacman style game made of cardboard. Participates in her group’s discussion, is receptive to others’ ideas, and shows interest in the project.

Art:
participates fully in art class. She has worked to refine technical skills such as watercolour painting and cartooning to improve the quality of her art, and she demonstrates the ability to use art as a means of expressing feelings, ideas, and understanding.

Physical Health Education:
participates enthusiastically in our gym classes. She is learning proper technique for fundamental movement skills and developing strategy. She shows excellent sportsmanship and cooperation with teammates. Demonstrates strategies to care for her own mental well-being and that of others. She demonstrates strategies for responding to bullying, and is not afraid to stand up for others.

Goals and Ways to Support Learning:

Goals for
- Become a more fluent reader; pausing at commas, stopping at periods, and using expression for exclamation and question marks.
- To add more detail to her writing and experiment with varying sentence structures.
- Strengthen basic mental multiplication facts that will help her solve more complicated questions.

Ways to Support Learning:
- Read aloud with at home, practicing "reading" the punctuation.
- Encourage to keep a home journal to develop her writing.
- Practice mental multiplication facts at home.
Appendix E: Core Competency Self-Assessment

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>2016-2017 COMMUNICATING STUDENT LEARNING:</th>
<th>Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td>Teacher:</td>
<td>Grade:</td>
</tr>
</tbody>
</table>

**Communication**

Students' ability to import and exchange information, experiences, and ideas, to explore the world around them.

**Thinking**

Student's ability to generate new ideas and concepts as well as to make judgements based on reason.

**Personal & Social Responsibility**

Student's ability to be aware of, understand and appreciate all facets that contribute to a healthy sense of self.
# 2016-2017 Communicating Student Learning: Self-Assessment

## Competencies

### Communication

Students' ability to import and exchange information, experiences, and ideas, to explore the world around them.

- [ ] It's hard for me
- [ ] With help I can
- [ ] Sometimes I can
- [ ] I do this all the time

### Thinking

Student's ability to generate new ideas and concepts as well as to make judgements based on reason.

- [ ] It's hard for me
- [ ] With help I can
- [ ] Sometimes I can
- [ ] I do this all the time

### Personal & Social Responsibility

Student's ability to be aware of, understand and appreciate all facets that contribute to a healthy sense of self.

- [ ] It's hard for me
- [ ] With help I can
- [ ] Sometimes I can
- [ ] I do this all the time
### 2016-2017 COMMUNICATING STUDENT LEARNING: Self-Assessment

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<tr>
<th>Student Name:</th>
<th>Teacher:</th>
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#### COMPETENCIES

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<tr>
<th>Communication</th>
<th>Thinking</th>
<th>Personal &amp; Social Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I communicate confidently in organized forms.</strong></td>
<td><strong>Creative:</strong></td>
<td><strong>Positive Personal &amp; Cultural Identity</strong></td>
</tr>
<tr>
<td><strong>I offer detailed descriptions of my own efforts and experiences.</strong></td>
<td><strong>Critical:</strong></td>
<td><strong>I understand that what I value influences the choices I make.</strong></td>
</tr>
<tr>
<td><strong>I show understanding and control of the forms and technologies I use.</strong></td>
<td></td>
<td><strong>I can identify how my challenges can be opportunities for growth.</strong></td>
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<tr>
<th>Self-Assess</th>
<th>Evidence</th>
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<tr>
<th>Personal Awareness &amp; Responsibility</th>
<th>Social Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I can advocate for myself in stressful situations.</strong></td>
<td><strong>I can initiate positive, sustainable change for others and the environment.</strong></td>
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Appendix F:
Prompts for Student Self Reflection

Start Fresh
Prompts for Self-Reflection in your Digital Portfolio
"HOW I FEEL ABOUT THIS PROJECT"

- This is my favorite piece of work because...
- This is my best example of... because...
- One of my strengths is... it shows here because...
- This represents my personality because...
- My favorite part of this assignment was...
- My least favorite part of this assignment was...
- I found this challenging because...
- I got help on... because...
- If I could do this again, I would change...
- I will remember this in the future because...

j.mp/self-relection
fresh grade
Start Fresh
Prompts for Self Reflection in your Digital Portfolio
“OBSERVATIONS ON MY LEARNING JOURNEY”

- I chose to post this because it shows...
- An area that I can improve here is...
- My teacher liked this because...
- This meets the criteria because...
- This exceeds the criteria because...
- Comments from others about this work include...
- The part that was most difficult was...
- An important thing I learned when working on this is...
- I would describe my progress on this as...
- My work here shows growth because...

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Appendix G:
Key attributes of learning demonstrations for e-portfolios

Documentation that shows *growth over time* through revisited curriculum tasks or experiences (big ideas), demonstrates concrete change in abilities, skills, behaviours, attitudes and understanding.

“Students became more involved in the assessment process. Students were more likely to go back and look at their own work and review assessment.”

Teacher

Artifacts that invite *student reflection and analysis* of student learning, incorporate the thinking operations of observing, comparing, contrasting, analyzing, hypothesizing, imagining and making conclusions.

Evidence that demonstrates *student behaviour and growth in the three competency areas* of thinking, communicating and personal/social responsibility that reflects meaningful and relevant learning across all curriculum areas and provides opportunities for students to show their learning in a variety of ways.

“The e-portfolio helped me to document student learning in a different way. It really allowed me to show core competencies in action.”

Teacher

*Adds value*, not only in communicating student learning and progress to parents, but also provides feedback for students to inform, deepen and improve learning.
Appendix H:
Four Examples of Documentation:

**Two of the Same:**
Similar tasks over time. Invites observation and comparison.

**Showing the Knowing:**
Demonstrations/process-based sharing. Students walk through an activity explaining their thinking, strategies, etc.

**Celebrating the Learning:**
Documenting artifacts of student work that demonstrate skill and ability in relation to a particular task and criteria.

**Communicating the “Hows and Whys”:**
Provides parents a lens for understanding and supporting their child’s learning. Provides descriptions and explanations about the curricular activities in order to inform, instruct, and communicate about the big ideas and learning intentions.
Appendix I:
Saanich Schools: Guiding Principles and Beliefs about Reporting:

- Report cards must reflect the guiding principles and beliefs established for elementary report cards in Saanich:
  - Reflect the needs of the intended audience, that being both parents and students.
  - Reflect a celebration of learning and growth (progress over time) in relation to defined learning standards.
  - Assist in moving student learning forward, including a collaborative partnership between students, parents and teachers.
  - Reflect simple, clear language that is easily understood by the target audience.
  - Are reflective of essential elements of learning (e.g. big ideas and concepts)
  - Are personal and reflect the teacher’s knowledge of the individual as a learner.
  - Include comments that are strength-based and reflect what the learner is able to do as well as areas for continued growth.
  - Have clear and meaningful visual representation of the student’s learning. The report cards should be visually appealing.
  - Reflect that these are “progress” reports and should reflect the student’s progress to that point in time.
  - The process and report card should reflect the student’s voice.
  - Are done in alignment with and support of on-going communication about student learning (e.g. e-portfolios), thereby becoming less of an event.
  - Are more easily managed by teachers, freeing up time to focus on developing meaningful learning experiences for students and the promotion of employee wellness.
  - Include students in the development of and reflection on the content of the report card.
  - A template that reflects these principles is available for teachers to utilize.