

Guidelines for Reporting

As agreed by the CRPS Assessment Project Team May 7, 2008

Premise: Assessment practices are supportive of student success.

(From: *Transforming Barriers to Assessment for Learning* by (Anne) Davies, Herbst-Luedke and Reynolds.

Guideline # 1

- reflective of a student's most consistent, more recent pattern of performance in relation to agreed-upon standards, criteria and pre-determined levels of quality with relation to weighting and final mark versus averaging
- given for the full range of educational standards or outcomes

Guideline # 2

- based upon a wide array of evidence selected because of its alignment with outcomes and standards identified for that reporting period
- reflect informed teacher professional judgment of the level of quality of student work in relation to the standards or outcomes

Guideline # 3

- do NOT reflect data related to factors such as effort, attitude, attendance and punctuality
- this data needs to be assessed outside of the mark and shared with the student and the parents

Guideline # 4

- summative evaluation takes place after students have time and opportunity to learn
- students understand expectations and acceptable evidence
- students are involved in co-constructing criteria and have opportunity and time to learn

Guideline # 5

- derived from evidence present, not absent (thus devoid of practices such as assigning zeroes, grading on a curve, averaging, penalty deductions)

Guideline # 6

- validated by and anchored in collaborative conversation and analysis of student work against agreed-upon criteria by teachers, across grade levels and subjects, to ensure consistency and fairness in judgment

- quality assurance and control processes ensure consistency of interpretation

Successful Reporting Practices are Comprehensive:

- Students collect and prepare evidence of learning
- Students reflect and self-assess
- Students show or demonstrate their learning
- Parents respond. Teachers respond. Goals are set and plans for support made.
- Teachers finalize their professional judgment and report in required manner (e.g. %, letter grade, 4-3-2-1)

Student-Parent Conferences with Audience Response (Feedback)

From: *Together is Better* and *Conferencing and Reporting (Connections Publishing)*

- Evidence-focused. Students and teachers prepare with audience (parents) in mind.
- Evidence is collected. Reflections and self-assessments made. Selection finalized.
- Student summarizes – strengths, areas of need, goals
- Teacher reflects – strengths, areas of need, goals
- Parents invited to review some of the evidence and reflect – strengths, areas of need, goals
- Students invite parents. Students, parents and teachers involved. Student takes the lead. Teacher hosts part of the conference. Parents ready and able to be involved. May be conference table with evidence, learning centres with evidence or station-focused with evidence. (Evidence is directly related to the report card.)