

Report Card Support Documents (K-7)

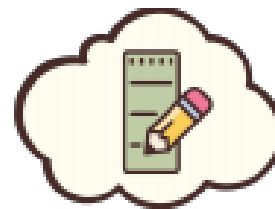
January 2023

The purpose of this package is to support conversations as we prepare for report cards that will be distributed on:

February 10, 2023.

You will find:

1. Reporting Quick Reference
2. Quick Reference: Considerations for Written Reports (ELA & Mathematics)
3. Town Hall Dates



Reporting Quick Reference

In 2022-2023 NLPS school year, Communicating Student Learning expectations remain the same as in previous years. ([NLPS Guidelines](#)) This year **written progress reports** will go home to Elementary parents via email on Feb 10, 2023. A printed and signed copy of this report should be placed in the student's file.

The February written progress report should include all of the following:

- **Learning at a Glance** (describes learning standards covered from Sept-Feb)
- **Written descriptive comments** that clearly match/reflect the competency scale
- Updated Record of Ongoing Communication of Student Learning (ROCSL)
- Acknowledgement that student self-assessments of [3 Core Competencies](#) were shared with families.

Additional Support Documents:

- [ERC User Guide](#)
- ERC Support Videos
- [Logging onto ERC](#)
- [Key Components of ERC](#)
- [Emailing reports](#)
- Quick Reference: Considerations for Written Reports (ELA & Mathematics)

Considerations for Written Reports

English Language Arts: Reading, Listening & Viewing

January 2023

This document could be used as a tool for teachers to consider what data to collect, what does the data tell us and how to communicate learning using the slider scale and descriptive comments.

Which Data Could I Use?

Remember to choose multiple sources of data

- Running Records
- Sight Word Assessment
- Letter Sound Assessment
- Reading Fluency Assessment
- Student Self Reflection
- Observations
- Student work
- Conferencing Notes
- Student Retell
- Performance Standards
- Phonemic Awareness Assessment (e.g. PARS, Heggerty)

What to Look For?

Does the Student:

- Make a prediction before reading?
- Recognize high frequency words?
- Use a variety of strategies to solve words?
- Recall main events in a story?
- Make connections to books they have read or have been read to them?
- Engage in stories they read or that are read aloud?



What Could I Write?

Student Strengths / Next Steps

- (Student) is able to recognize most/some/few lowercase/uppercase letter names.
- (Student) is able to produce most/some/few letter sounds.
- (Student) applies ... strategy to solve words and understand text.
- When reading aloud, (Student) reads within grade level expectations with fluency, accuracy and expression.
- (Student) asks questions that help them understand the text more deeply.
- (Student) can identify the main idea (and/or setting, main characters, etc.) in a story.
- (Student) enjoys reading ...
- (Student) can independently/requires support to choose “just-right” books.
- (Student) is working on...

Ways to Support

- Talk about / read environmental print: menus, signs, labels
 - Search for letters, vowel combinations, words
- Talk about what your child has read. Ask your child to make predictions/ connections/ inferences.
- Establish a reading routine and try reading together most nights. If you're looking for books, try this link to Tumble Books: https://www.tumblebooklibrary.com/auto_login.aspx?u=sd68&p=login

Considerations for Written Reports

English Language Arts: Writing, Representing & Speaking

January 2023

This document could be used as a tool for teachers to consider what data to collect, what does the data tell us and how to communicate learning using the slider scale and descriptive comments.

Which Data Could I Use?

Remember to choose multiple sources of data

- Writing conferences
- Writing Samples
 - Performance standards
 - 6 +1 Traits
- Student work
- Student Self-Assessment
- Spelling Inventory
- OCSLs
- Video recording of oral stories/responses

What to Look For?

Does the student:

- Share personal stories or make a personal connection when speaking / writing?
- Retell stories they have heard before?
- Share ideas and contribute to group conversations?
- Write / speak in complete sentences?
- Write / speak with expression / punctuation?
- Have knowledge of the writing process?



What Could I Write?

Student Strengths / Next Steps

- (Student) sees themselves as a writer.
- (Student's) ideas flow smoothly from one idea to the next during class brainstorming.
- (Student) is able to read own writing.
- (Student's) writing connects to picture.
- (Student) has many ideas and adds interesting details to written work.
- (Student) is able to point out writing strengths and goals during conferencing.
- (Student) accepts and attempts to apply teacher/peer feedback.
- (Student) writes a clear beginning, middle and end.
- (Student) enjoys writing about...
- (Student) takes risks and tries using new vocabulary words.
- (Student) identifies different genres/purposes of writing.
- (Student) practices rereading written work and looks for ways to improve.
- (Student) is working on...

Ways to Support

- Write lists/lyrics/books/letters together
- Retell favourite family stories or movies
- Make crafts and or bake together and explain/write the steps or the recipe
- Write in a journal each night
- Play board games such as Scrabble or Bananagrams
- Encourage your child's writing by celebrating their attempts; display their writing on the fridge

Considerations for Written Reports

Mathematics

January 2023

This document could be used as a tool for teachers to consider what data to collect, what does the data tell us and how to communicate learning using the slider scale and descriptive comments.

Which Data Could I Use?

Remember to choose multiple sources of data

- Targeted sections / skills from the INA, ENSA or other formative assessment tools
- Number Talks (Mathematical conversations)
- Cross-curricular products (Menus, maps, art, books, models, dioramas)
- Observations / Conversations (Checklist of critical skills / Conferring binder)
- Products to show mathematical thinking (Photo of manipulatives/ pictorial or graphical representations)

What to Look For?

Does the Student:

- Ask questions that demonstrate curiosity and wonder
- Pose new questions and problems
- Connect mathematical concepts:
 - With First Peoples worldviews and mathematical concepts
 - With other mathematical concepts
 - With other areas of learning
 - With personal interests
- Reflect on mathematical thinking of self and others
- Use reasoning to explore and make connections
- Demonstrate fluent and flexible thinking about number
- Discover and compare patterns and relationships
- Estimate using referents
- Use mental math strategies to make sense of quantities
- Use multiple strategies to engage in problem solving
- Create visual representations of mathematical ideas
- Communicate thinking using mathematical vocabulary
- Represent mathematical ideas in concrete, pictorial, and symbolic forms



What Could I Write?

Student Strengths / Next Steps

- (Student) reports enjoying learning about (mathematic concept) because (connection)
- (Student) shows their thinking about (topic) by...
- (Student) uses (strategy) in math to solve problems about (topic)
- (Student) is confident when describing their thinking about (topic)
- (Student) is interested in learning more about...

Ways to Support

- Talk about numbers, strategy and math concepts at home.
- Play board/card games and talk about the mathematical decision-making.
- Use dice to practice computational fluency.
 - When outdoors, look for and discuss different types of patterns that exist in nature.

For more information, visit BC Ministry of Education [Classroom Assessment Supports and Resources](#)



Save the Date

Town Hall: Reporting

Are you writing report cards for the first time in NLPS? Are you looking for a refresher of the reporting guidelines?

Learning Coordinators, Jenn and Alex will be providing 30 minute tutorials to support you through this process.

New to Reporting K-7

January 16th Virtual 3-330 PM

To register for this session, click [here](#).

Getting Started on Your K-7 Report Cards

January 17th Virtual 3-330 PM

To register for this session, click [here](#).