



School Reporting Process

The Elk Island Catholic Reporting Process was refined beginning in the **2011- 2012 School Year**. Providing on-going communication to parents and involving all key stakeholders in the process will ensure student-learning remains at the heart. “There has been a tendency to rely on report cards and grades as the main communication tool. They are useful in communicating the students’ achievement at certain times of the year to the students, parents, teachers and administrators, however they are just one piece of an overall communication system” (O’Connor K., Cooper D., & Manitoba Education., 2008, p. 19).

The refined reporting process will include:

November

- Evidence of Learning (sent home **week prior** to three-way conferences)
- Three-Way Conferences (involve Student, Parent and Teacher)

January

- Reporting Document

March

- Evidence of Learning (sent home **week prior** to three-way conferences)
- Three-Way Conferences and/or Student Led Conferences (involve Student, Parent and Teacher)

June

- Evidence of Learning (sent home to stay)
- Reporting Document

Common Messages:

- *“The most crucial part of communicating student learning is to ensure a shared understanding between the current teacher, the student, parent, and the future teacher receiving the information” (Alberta Education, 2008, p. 3).*

- **The focus of the reporting process will be on student learning rather than the levels of achievement.** *Black and Wiliam (1998) state that “feedback has been shown to improve learning when it gives each pupil specific guidance on strengths and weaknesses, preferably without any overall marks” (p.144).*
- **To provide ongoing communication.** As cited in Davies, “when students are involved in their own assessment, mistakes become feedback they can use to adjust what they are doing. When students’ mistakes are identified by others and feedback is limited to marks or letter grades, students are less likely to know what to do differently next time” (*Black and Wiliam 1998, Butler and Nisan 1986, Shepard and Smith 1986, 1987, p. 4).*
- **Involving all key stakeholders (students, parent, teachers, and administrators).** As cited in Davies “when parents are involved in talking about learning with their children, children achieve more. The more parents are involve, the higher the student achievement levels” (*Henderson & Berla 1984, p.27).*
- **Aligning the assessment practices within the classroom to the reporting process.** As cited in Davies “research shows that when students are involved in the assessment process-by co-constructing the criteria by which they are assessed, self-assessing in relation to the criteria, giving themselves information to guide (or ‘feed-forward’) their learning, collecting and presenting evidence of their learning, and reflecting on their strengths and needs-they learn more, achieve at higher levels, and are more motivated. They are also better able to set informed, appropriate learning goals to further improve their learning” (*Crooks 1988; Black and Wiliam 1998; Davies 2005; Stiggins 2007, p. 112).*

Alberta Education. (2008a). *Grade level of achievement reporting: Teacher and administrator handbook*. Retrieved from <http://education.alberta.ca/media/346277/teachadminhandbook.pdf>

Black P., & Wiliam D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-147.

Davies, A. (2008). *Leading the way to making classroom assessment work*. Connections Publishing Inc.: Courtney BC.

Manitoba Education, Citizenship and Youth. (2008a). *Communicating student learning: Guidelines for Schools*.

Retrieved from http://www.edu.gov.mb.ca/k12/assess/docs/csl/csl_doc.pdf