**Summative Report Cards**

The purpose of the summative report is to outline and summarize the child’s achievement in the required areas of learning outlined in the curriculum, for that school year.

“ A final written standards – based summative report shall be provided at the end of the school year. “

 *– Communicating Student Learning Resource*

**Summative Assessment**

“Evaluation that occurs at the end of important segments of student learning. It is used to summarize and communicate what students know and do with respect to curricular learning standards.”

*Glossary- Communicating Student Learning Resource*

**What is included in the Elementary Summative Report Card?**

A summary of the student’s achievement in all required areas of learning outlined in the Yukon curriculum, for that school year. It must contain written reporting comments and a proficiency level to report on each of the following subjects:

* English Language Arts – one overall literacy proficiency rating, however, teachers may choose to make specific comments regarding progress in oral language development, reading and writing within the comment section of the report card.
* Math
* Fine Arts
* Physical Education
* Science
* Social Studies
* Career Education (See Appendix on Primary Behaviours for Success)
* Applied Design Skills & Technologies: ADST (See Appendix on Primary ADST )
* Other Subjects as applicable. (French Language Arts, Yukon First Nations Language, Religion)

**Student Self-Assessment of the Core Competencies**

For the **final summative report** all students must complete a self – assessment of the Core Competencies. (Communication, Thinking and Personal and Social). This self-assessment will be attached to the summative report card.

**Proficiency Scales**

**“ Describes the student proficiency / achievement in reference to a learning standard”**

***-*** *Communicating Student Learning Resource*

The proficiency scale documents the achievement levels of the student at that point in time, in relation to widely held grade level standards for that point in the school year. It must be based on the student’s more recent and consistent demonstration of learning. The proficiency scale is based on achievement only.

Factors such as behaviour and work habits are important and should be communicated through conversation and in descriptive written comments on the report card. However, these factors should not be used to determine students’ achievement in relation to grade level learning standards when assigning a level of proficiency.

“An additional comment box may be provided for reporting (but not grading) students approaches to learning.”

*-Communicating Student Learning Resource*

**Kindergarten Proficiency Scale**

*-Communicating Student Learning*

|  |  |
| --- | --- |
| **Approaching Expectations** | Student has shown evidence of approaching expectations for the learning standard. Student demonstrates a partial understanding of the learning standard. |
| **Meeting Expectations** | Student is meeting expectations for the learning standard. Student demonstrates a thorough understanding of the learning standard. |
| **Exceeding (Extending) Expectations** | Student demonstrates an advanced understanding of the learning standard |

**Grades 1 to 9 Proficiency Scale**

*-Communicating Student Learning*

|  |  |
| --- | --- |
| **Not Yet Meeting Expectations** | Student has not shown sufficient quality or quantity of evidence to demonstrate an acceptable level of understanding of the learning standard. |
| **Approaching Expectations** | Student has shown evidence of approaching expectations for the learning standard. Student demonstrates a partial understanding of the learning standard. |
| **Meeting Expectations** | Student is meeting expectations for the learning standard. Student demonstrates a thorough understanding of the learning standard. |
| **Exceeding (Extending) Expectations** | Student demonstrates an advanced understanding of the learning standard. |

**Summative Written Report Card Comments**

A Summative Report Card is a summation of the student’s growth story. The purpose of the summative report is to outline and summarize the child’s achievement in the required areas of learning outlined in the curriculum, for that school year.

**Summative written report card comments should be:**

* A summary of a student’s progress to date.

Summarize the child’s learning as outlined in the curriculum for the school year.

* Strength Based

Describe the student’s strengths first and foremost. Focus on growth performance. Provide information about any supports or interventions the child is receiving.

* Written according to the Learning Standards

This includes both the curricular competencies and content to describe what student’s **“Know, Do and Understand”,** as defined in Yukon curriculum. The summative report should clearly indicate where the child is in relation to grade level expectations.

* Personalized

Demonstrate the teacher’s understanding of the student as an individual learner. Provide specific information about the child’s contributions. Embed “Behaviours for Success” or “Approaches to Learning” within the descriptive written comments when they impact the learning process.

* Written in parent friendly language.

Avoid wordings that simply repeat the curriculum document and use words and examples parents will understand. Use straightforward language and avoid educational terminology.

* Supportive by Identifying student goals & next steps for learning.

Include goals & ways to support learning at school and at home. Include comments that help parents understand how they can support their child at home.

**Examples of Qualifiers for Curricular Areas**

(Adapted from Nanaimo Ladysmith Public Schools, New Westminster Public Schools, & Burnaby School District 41, British Columbia)

|  |  |  |  |
| --- | --- | --- | --- |
| **Not Yet Meeting**Student has not shown sufficient quality or quantity of evidence to demonstrate an acceptable level of understanding of the learning standard. | **Approaching Expectations**Student has shown evidence of approaching expectations for the learning standard. Student demonstrates a partial understanding of the learning standard. | **Meeting Expectations**Student is meeting expectations for the learning standard. Student demonstrates a thorough understanding of the learning standard. | **Exceeding Expectations**Student demonstrates an advanced understanding of the learning standard. |
| Show some understanding of…Is beginning to…May be able to…Starting to…Requires support to…Is not yet able to..Is working to..Needs assistance to…Has difficulty with…Has limited understanding of… | Is able to…at a basic level/in familiar situations…With support shows an understanding of..Sometimes is able to…Is working on…Needs reminders to…Sometimes…With support…With prompting…Occasionally is/can…Beginning to…Is developing…Is approaching…Strives to..Has a basic…Sometimes demonstrates… | Is able to show…Engages in…Consistently demonstrates the ability to…Is working on…Identifies strategies when…Is able to…Often can…Capable of…Understands… | Creatively/insightfully applies…Is innovative when…Shows in-depth understanding of… Can independently…in complex situation…Is strategic…Can describe…with detail/accuracy/confidence...Extends learning….To a high degree…Is skilled at…Comprehensive…Independently…Clearly… |

**Words and Phrases to Support Comment Writing**

(Adapted from New Westminster School District, British Columbia)

|  |  |  |
| --- | --- | --- |
| **Strengths** | **Stretches** | **Goals/Next Steps** |
| Often uses..Recognizes that..Successfully….Consistently makes….Has learned…Demonstrates a clear understanding…Skillfully uses…Understands how/that…Uses a variety of…Able to construct determine…Able to extend/respond…Able to support…Accurately…Is Capable….Is able to…Is competent..Understands how/that/why…Improved…Displays strong/clear/effective… | Attempts to…Continues to need support…Demonstrates a limited ability to…With support/encouragement…Was difficult with…Is working to demonstrate the ability to/understanding of…Is encouraged to…Is benefitting from…Is learning to…Is receiving support with…Is working at….Continues to need ongoing support…Needs to develop…Requires more time…Tries to… | Is encouraged to be/seek/work on/focus on…It is recommended that….With a greater focus on…Can practice…Needs to consider/continue/plan…Would benefit from…Requires additional practice…Will have opportunities to…Will be working towards…It is suggested that…At home, support can include… |
| **In your comment … Give Specific examples of student achievement.**Say things like:For example…For instance…Such as…As shown in… | **In your comment…Set a goal for areas of improvement.**Say things like:Needs to continue to…Will have opportunities to…With time to practice… |
| **Verbs to consider and to support summative report card comment writing.** | Applies Demonstrates Organizes ShowsCompares Explaines Participates SolvesCompletes Expresses InterpretsConstructs Illustrates Organizes |

**Appendix A: Primary (Grades K-3) Behaviours for Success** (Adapted from Nanaimo Ladysmith Public Schools, British Columbia).

It is important to describe students’ “Behaviours for Success” or “Approaches to Learning”; they should be embedded within the descriptive written comments when they impact the learning process (strengths and areas for further development). In the K-7 curriculum, Career Education has curricular competencies that align with Communication and Personal and Social Competencies. The Career Education curricular competencies are designed to address four themes, which closely reflect the areas we would want to address in terms of students’ “Behaviours for Success”:

* Self-awareness
* Working with others (collaboration & communication)
* Career Knowledge and awareness
* Career Planning

The following table outlines some of the curricular competencies from Career Education that reflect “Behaviours for Success” for K-7. The bolded competencies come from the K-3 Big ideas and Learning Standards. The remainder come from the Grades 4-7 Learning Standards. Please refer to the curriculum documents for grade specific competencies in Career Education.

|  |  |
| --- | --- |
| **Self-Awareness**Ability to be personally aware and responsibility. | **- Identify and appreciate personal attributes, skills, interests and accomplishments (and their growth over time).****-Demonstrate effective work habits and organizational skills.****-Make connections between effective work habits and success.**-Recognize how their personal public identity can have both positive and negative consequences.  |
| **Working with others.**Ability to cooperatively interact with peers. | **- Recognize the importance of positive relationships in their lives.****-Recognize the need for others who can support their learning and personal growth.****-Share ideas, information, personal feelings, and knowledge with others.****-Work respectfully with others to achieve a common goal.****-Demonstrate respect for differences in the classroom.** |
| **Career Knowledge & Awareness**Contributions to the classroom and to his/her learning. | **- Recognize the importance of learning in their loves and future careers.****-Identify and appreciate the roles and responsibilities of people in their schools, families, and communities.****-Recognize the basic skills required in a variety of jobs in the community.**-Demonstrate safe behaviours in a variety of environments.-Examine the importance of service learning and the responsibility of individuals to contribute to the community and the word.-Demonstrate leadership skills through collaborative activities. |
| **Career Planning**Ability to set and achieve personal goals. | **-Set & achieve realistic learning goals.** |

**Appendix B: Primary Applied Design Skills and Technologies (ADST)**

Primary ADST : In the early years (Kindergarten to Grade Three), students will be given opportunities to develop foundational skills in ADST through exploratory and purposeful play. The summative report card must contain written reporting comments and a proficiency scale for Applied Designs Skills & Technologies.

The ADST curriculum facilitates and encourages cross-curricular student learning in Kindergarten through Grade 3. Big Ideas and Curricular Competencies are provided and are to be used with grade-level content from other learning areas. ADST draws on grade-level content from other areas of learning to create learning standards. ADST is not a stand-alone separate subject area. ADST is integrated into other curricular areas.

\*It is important to note that ADST is not simply computer or iPad skills. This area of learning does not take the place of the previous learning area of “Information Technology.” In the primary grades, Technologies are tools (digital and physical) that extend human capabilities, including simple tools which are used to design and make (examples include: scissors & glue).

**Comments on the Summative Report Card for ADST**

When commenting on ADST teachers will use the Big Ideas and curricular competencies from ADST. These will be combined with grade-level content from other subject areas to create the learning standards for ADST.

**Sample Summative Report Comment for ADST:**

**Subject: Applied Design, Skills, and Technologies**

**Grade: Kindergarten**

**Proficiency Scale: Meeting Expectations**

This year Becky developed her skills through play based activities and exploration. She has shown natural curiosity when experimenting with a large variety of materials. She creates new things by recognizing her ideas and putting them into action. For example, she independently designed and selected the materials to make her Mother’s Day card. Becky is able to share ideas and incorporate her friends ideas during play based activities and collaborative exploration. During Science, she was able to appreciate how the natural objects she collected could be used to create a new product to be enjoyed by others. Becky is always willing to share her thinking and creations during circle time. She uses technologies and tools, both digital and physical in a safe and age appropriate manner. Next year, she will continue to develop her skills when using tools, such as scissors. Becky is encouraged to continue to share her wonderful artwork, creations, and creative ideas with others.