Competency Based IEPs

Module 7: Reporting Student Progress

FISA

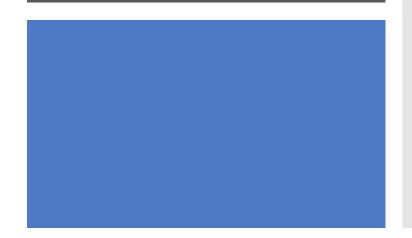
K-12 Student Reporting Policy - Draft

- 1. Descriptive feedback
- 2. Use of the Provincial Proficiency Scale K-9
- 3. Student self-assessment
- 4. Student goal setting

https://engage.gov.bc.ca/a pp/uploads/sites/121/2021 /09/Draft-K-12-Student-Reporting-Policy.pdf

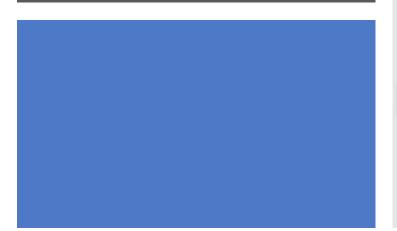
1. Descriptive Feedback

- Written comments and/or documented conversations in clear & accessible language
- How student learning is supported
- What parents can do to support growth



2. ProvincialProficiencyScale (K-9)

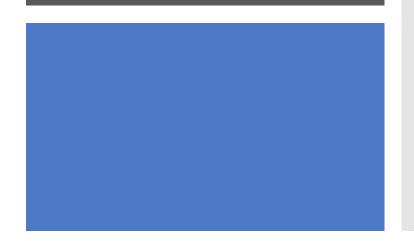
- Emerging
- Developing
- Proficient
- Extending



Emerging	Developing	Proficient	Extending

3. StudentSelf-Assessment

- Student survey or interview tools to identify Strengths and Stretches in the CB IEP
- Self-Assessment of CB IEP Core Competency objectives where possible



3. Student Self-Assessment -Template



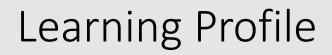
Core Competency Goal Self-Assessment

Student Name: Click or tap here to enter text. Date: Click or tap to enter a date.

Inclusive Goal Area	Click or tap here to enter text.					
Core Competency	Click or tap here to enter text.					
Core Competency Goals & Objectives	I feel confident	I feel like I need to keep practicing	I feel like I need support			
Click or tap here to enter text.						
Click or tap here to enter text.						
Click or tap here to enter text.						
Click or tap here to enter text.						
Click or tap here to enter text.						
Click or tap here to enter text.						
Click or tap here to enter text.						
Click or tap here to enter text.						
The core competency goal I want to work on this te Click or tap here to enter text. What are some actions I can take to work on this go community?		At home? In n	ny			

Click or tap here to enter text.

4. Student Goal-Setting



My Learning Profile	Location of Evidence: Learning Services Teacher Binder						
Ny Learning Prome	Personal	Social	Intellectual/Learning				
	What I can do on my own.	What I can do with others.	How I think.				
	My thoughts:	My thoughts:	My thoughts:				
	I like to help people.	I can solve some problems myself.	I get ideas when I talk with others.				
	I am good at getting to know people	I can work with others to achieve a	I like to experiment with different				
My Strengths		goal.	ways of doing things.				
	Thoughts from my team:	Thoughts from my team:	Thoughts from my team:				
	Marco can understand & share	Marco can work with others with	Marco gets inspired by the ideas				
	things about a topic that is important to him.	support.	of others.				
	My thoughts:	My thoughts:	My thoughts:				
	I can get angry quickly.	I have a hard time focusing during	I have difficulty understanding				
	I get anxious during tests and can't	conversations.	what I read.				
My Stretches	think well.	I don't like talking with people I	I can't focus on taking in				
		don't know well.	information by listening for long.				
	Thoughts from my team:	Thoughts from my team:	Thoughts from my team:				
	Marco has difficulty concentrating.	Marco has difficulty seeing the	Marco needs help with making a				
	Marco has difficulty persevering	perspective of others.	plan to complete assignments.				
	through a challenging task.	Marco is learning to trust others.					
	Marco can easily become explosive						
	when stressed and he takes a long						
	time to calm down and be ready to						
	re-engage.						

Learning Updates & Summative Report

4 learning updates(2 must be written)

1 summary of learning at the end of the school year Sample Reporting Timeline Chart for IEP Students

Sample Reporting Timeline for IEP Students

Reporting	Timeline	CB IEP	Comments
Student CC Goal Setting & parent IEP meeting	September-October	Student personal & learning profile	Parent/guardian, student, and team input. Share completed IEP with parent
Parent/Teacher Meeting	October-November	CB IEP goals/objectives and baseline established by school-based team. Initial progress recorded in IEP or in evidence log.	Parent/guardian reviews IEP. Progress shared by 25% of instructional time.
Written Report – Evidence Log	February	Progress towards objectives with proficiency scales for curricular goals and student input/evidence of learning for core competency.	May use learning log template.
Student Presentation of Learning	April/May	Student shares progress toward learning in core competency areas & shares portfolio of learning.	Oral presentation by student & may use may use products, pictures. In person or online.
Summative Report	June	 Reference that student is on an IEP Include support and from whom Progress in subject areas with proficiency scales Areas of growth (e.g., literacy/ numeracy/ PHE). May use info from IEP goals. Further development Summary of student self-assessment of core competencies 	Reporting on supplemental/ replacement curriculum as needed

Sample Written Report Using an Evidence Log

						Progress					
IEP Evidence Log for: Oliver Twist Date:		Oliver Twist	wist Term: 2		l can do this			Triangulation of evidence			
Date	Goals & Obje	ectives			I met this goal! I am ready for the next challenge	l want to keep working on this goal / objective	l need a new objective	Observation	Product	Conversation	Location of evidence
	Goal		es that help me manage m	v feelings and emotions							
	Objective							1		\checkmark	
Feb 27/20	Comments: Classroom teacher and parents have observed Oliver following his calming strategies when prompted (asking for a break, using his five-finger breathing). He has been more successful in regulating his body in familiar settings. We will continue working on										Conversation Log
	Goal	1	ole and direct questions								
	Objective			f preferred choice activities	1		1	1	1	\checkmark	FreshGrade
Feb 27/20	Comments: Oliver readily identifies his preferred choice between two activities throughout the school day. We will continue working on alternating between work and choice time.										Conversation Log
	Goal	With support, I c	an be part of a group								
	Objective	by using classroo activities	m materials for their inten	ded purposes during learning		~		~			
	Comments: 0	Diver independent	y checks the class visual scl	nedule to locate preferred							
	returning from	winter break, Olive	es prompts when using the r has started to use the ma	th counting materials to							FreshGrade
Feb 27/20	demonstrate his learning with hi	-	addition and subtraction co	oncepts. He enjoys sharing his							

SAMPLE 1: Core Competency Objective reviewed in IEP

Core Competency Goals					
Personal Awareness	I can use	e strategies that he	elp me manage my feelings and emotions		
Objective			Strategy		
I can recognize when I am frustrated or upset and I will use strategies to o myself. October 2020 (Baseline): I can get a when I am mad. I don't feel myself of this way. it just happens. I cry and sometimes scream. I can't hear peo when I'm upset. January 2021 Review: Emerging. I reflection sheet and talked with my I this review. I think I am slowly gettin at knowing when I am getting upset. get stuck but I noticed my voice cha helps me to go to a quiet space with CEA. Next, I would like to learn mon to relax my body when I am alone.	stuck getting ople talk did a _RT for ng better I still nges. It the	 debrief incidents and negative const 	 of Tricks' with Contension as possible, and emphasize possequences of her choices omorrow is another day." and "You can try again new The Review has: ✓ Date ✓ Proficiency ✓ Evidence for review (how reviewed) ✓ Student voice/self-reflection ✓ Improvements/strengths ✓ Supports (e.g. CEA, quiet space) ✓ Next steps 		

Curricular Goals

Area of Learning				
English Language Arts	S	upplemental	Teacher Responsible :	SAM
Learning Standards				JAIV
Communicate in sentences and paragraphs punctuation	applying c	onventions of Can	adian spelling grammar and	Curr
Objective			Strategy	Cull
I can write with spacing in my work Currently, my writing is all jammed together and hard to pick out the words and paragraphs. Success will be measured through classroom-based work samples February 2021: DEVELOPING Owen is	editing stra	ategies; re-reading	g written work; using a word processor	Comp Tea eva
making progress in this area based on work samples. He still needs some reminders. He will understand COPS by June 2021. June 2021: PROFICIENT He is now able to use the basic word processor well and can edit his work using COPS. Cues from the LRT assisted as well as a visual card. Work samples allowed for comparison of before and after. Next step: develop use of computer editing functions.	+	🗸 Improven	cy for review (how reviewed) nents/strengths (e.g. CEA, quiet space, visual a	aids, processor)

SAMPLE 1: Curricular Competency Teacher evaluates Summary of Learning at the End of the Year Summary of student progress in all subject areas studied during the school year using

- K-9: the provincial proficiency scale & descriptive feedback
- 10-12: letter grades and percentages and descriptive feedback. It may also include the provincial proficiency scale

Summary of student attendance

Areas of significant growth

Opportunities for further development at school and home

Student-generated summary of student self-assessment of the core competencies and student goal setting

Example Instructions for Summative Report School: Click or tap here to enter text.

Student Perspective

Date: Click or tap to enter a date.

Name: Click or tap here to enter text. Grade: Teacher(s): Click or tap here to enter text.

Term:

Communicating Student Learning Summative Report OVERALL REQUIREMENTS

(Student's name) perspective was shared through Teacher Comments SEL Comment – describe the positive contributions the student has made in relation to self, others and how they contribute to the classroom community. Use strengths-based language and a positive tone. Aspects might include interests, relationships, leadership, collaborative skills, self-regulation, attitudes towards learning. Strengths and stretches - a paragraph that prioritizes and synthesizes key aspects of the student's learning in relation to competencies addressed in Literacy, Numeracy and PHE. Include: 1. Comments for ELL, Gifted and Students with IEPs. 2. Highlight supports in place and being used by student (Link to Universal & Essential Supports in IEP) Goals to Support Learning - a paragraph synthesizing information received from student, caregiver, teacher and, if involved, other members of the community around the following questions: What is one small area the student might grow in? 2. What are some hopes for the student's learning moving forward? 3. Ways to support learning at school and home English Language Arts Choose an item Reading, Listening, Writing, Speaking delineations Grades K-3 only Mathematics choose an item. Arts Choose an item. PHE hoose an item. Core French (grades 5-8) Choose an item. Social Studies Choose an item. Science hoose an item. ADST hoose an item. Career hoose an item. Choose an item. Core Competencies Student (insert name) has shared their Self-assessment of the Core Competencies by (conversation log, self-assessment of core competencies)

Example
Summative
Report

Student:	Test
Grade:	Grade 6

Mr. R. Ready

Teacher:

Date:

This is a summary of the student's progress in relation to the learning standards of the BC Curriculum. The student's level of
proficiency has been assessed through a variety of learning opportunities to determine what the student knows, understands and is
able to do. Please see the student portfolio for supporting evidence.

Teacher Comments

It has been such a pleasure working with Kat this year. She is an important member of our classwho demonstrates a well-developed sense of social responsibility. She works well with everyoneand is accepted by all. Kat's maturity has helped her become a leader in the class and school. I also notice an increased sense of confidence that his shown by both her school work (efforts in math) and her involvement in activities such as the Remembrance Day assembly.

All forms of communication (written, verbal, graphic) are Kat's strengths. She has a great abilityto effectively communicate and engage respectfully in many settings and situations. Kat is developing her thinking skills well by justifying her personal point of view through reasoned judgements. This was evident in her reading responses as they developed over time.

Ways that we can all support Kat as she moves forward with her learning:

directly teach strategies to successfully approach problem solving in math. Building on herliterary strengths is an approach that we will pursue.

directly teach strategies for working flexibly with numbers (mental math strategies to makesense of computations) encourage Kat to utilize the adaptations and strategies outlined in her Individual EducationPlan (calculator, anchor charts, manipulatives)

directly teach methods and strategies to improve the impact of writing through word choiceand sentence construction.

Please see Kat's year-end IEP review for specific goal attainment information.

Attendance Summary:	Signatures:	
Attendance	Teacher(s)	
Month TOTAL Absent 0 Late 0	Principal	
Is student receiving Special <u>Services2</u> Yes / no		

	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
PROFICIENCY SCALE	The student demonstrates an	The student demonstrates a	The student demonstrates a	The student demonstrates a
	initial	partial	complete	sophisticated
	understanding of the	understanding of the	understanding of the	understanding of the
	concepts and	concepts and	concepts and	concepts and
	competencies	competencies	competencies	competencies
	relevant to the	relevant to the	relevant to the	relevant to the
	expected learning.	expected learning.	expected learning.	expected learning.

Connects with and comprehends		DEVELOPING	PRC	EXTENDING
fiction selections				
Connects with and comprehends non-fiction selections	EMERGING	DEVELOPING	PRO	EXTENDING
ENGLISH LANGUAGE ARTS: Writing, Speakin	g and Representing			
Creates and communicates ideas and understandings	EMERGING	DEVELOPING	PROFICIENT	NDING
MATHEMATICS				
Shows learning using objects, pictures, pupplers and words	EMERGING	DEVI	PROFICIENT	EXTENDING
Develops and uses multiple strategiesto engage in problem solving	EME	DEVELOPING	PROFICIENT	EXTENDING
Demonstrates automatic recall of mathfacts to accurately do mental math	EMERGING	OPING	PROFICIENT	EXTENDING
SCIENCE				
	EMERGING	DEVELOPING	PRO	EXTENDING
SOCIAL STUDIES				
	EMERGING	DEVELOPING	PRO	EXTENDING
FRENCH (or other second language)				
	EMERGING	DEVELOPING	PRO	EXTENDING
ARTS EDUCATION (Dance, Drama, Music, Vi	sual Arts)			
	EMERGING	DEVELOPING	PROFICIENT	
PHYSICAL AND HEALTH EDUCATION				
	EMERGING	DEVELOPING	PRO	EXTENDING
APPLIED DESIGN, SKILLS & TECHNOLOGIES				
	EMERGING	DEVELOPING	PRO	EXTENDING
CAREER EDUCATION				

Summative Report Comment Bank

Reporting Student Learning Comment Bank – Summative Report

Opening Comments:

- Is calm, alert, and ready to learn
- · Is able to struggle through the difficult parts to learn something new
- Shares ideas and learns with others
- Shows feelings and emotions in appropriate ways
- Is responsible for personal choices
- Is respectful of the people and materials in the school community
- Manages frustration/anger appropriately
- Expresses feelings by name
- · Often tries to solve problems independently but knows when to get adult help
- Responds positively to relaxation strategies
- · Show increasing awareness of Zones materials and can use the language when prompted by staff
- Shows increased flexibility in social interactions
- Plays in a safe, regulated way with peers
- Shows growth in all 5 of the SEL competencies
- Displays a growth mindset and understands that _____ can train his /her brain by learning and trying new things and not giving up
- Is learning some strategies that have worked for _____ to manage his /her emotions.
- Is able to more easily "let things go," which is evidence that _____ is learning to become more flexible
- shows strength in self-awareness and self-management skills
- Demonstrates that he/she can recognize and manage his/her emotions and make responsible decisions
- is becoming more of a social detective; beginning to apply what he/she has learned has allowed
 _____ to have more balanced conversations and ask more social wonder questions of others.
- _____ is starting to build and maintain healthier and more positive relationships with his /her peers and adults
- ______ shows significant growth in being able to identify his/her emotions and name strategies that work for him/her
- _____ sets realistic goals for the week
- ______shows improvements specifically related to his/her individualized Education Plan (IEP) goals in the areas of
- _____ has adapted well into our classroom routines in the SELC program
- _____ is part of our classroom meetings and check-ins daily with how he/she is feeling
- _____ responds very well to positive praise and feedback
- Supports that best help _____ regulate and focus in the classroom include wobble cushion, fidget tool, quiet workspace, calming area, brain breaks, practicing mindfulness etc. (choose what supports your individual student's needs)

Areas for Growth:

- Social and Emotional Learning
- _____ is learning to develop more flexible thinking and to let things go.
- _____ continues to practice having more balanced conversations.
- _____ is working on recognizing the Size of the Problem.
- is learning to have more balanced conversations with others
- When _____ has a problem, he is working on remembering to use his strategies to calm himself, so he does not get into the Red Zone
- _____ continues to work on waiting his turn, raising his hand, and not interrupting.
- _____ is learning to not ignore requests from adults.
- _____ continues to learn about how the food we eat affects our brain and body.
- _____ is working on listening and following instructions
- _____ is learning to work in a group setting
- _____ is learning to use positive self-talk
- is working on understanding others' emotions
- _____ is learning about empathy/kindness/gratitude

Ways to Support Learning:

At School

- Throughout the day, _____ will practice using his calming strategies and recognize the size of the problem.
- Throughout the day, _____ will practice using his calming strategies. _____ will continue to
 receive positive praise from adults.
- · Will continue to work on keeping interactions with his friends positive
- Will practice playing games with others and following the rules
- Will practice expressing and labelling his/her feelings
- Will practice identifying a big problem from a small problem
- Will continue to practice strategies to self-regulate
- Will continue to build social self-confidence

At Home

- Continue practicing having balanced conversations with _____, encouraging him to ask social wonder questions.
- · Continue practicing mindfulness and talk about the size of the problem daily.
- Continue practicing having balanced conversations with _____
- Continue practicing calming strategies
- Write in a journal over the summer to write about feelings/observations/thinking
- Continue to practice asking questions in the community and social situations
- Continue to practice getting along with peers in the community and at home