

A group of four diverse students are sitting around a table in a library, engaged in a collaborative study session. They are looking at a laptop and some papers. The background shows bookshelves filled with books. The scene is overlaid with semi-transparent orange and blue geometric shapes.

# 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/app/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. Provincial Proficiency Scale (K-9)

- Emerging
- Developing
- Proficient
- Extending

**Emerging**

**Developing**

**Proficient**

**Extending**

### 3. Student Self- 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	<a href="#">Click or tap here to enter text.</a>		
Core Competency	<a href="#">Click or tap here to enter text.</a>		
Core Competency Goals & Objectives	I feel confident	I feel like I need to keep practicing	I feel like I need support
<a href="#">Click or tap here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Click or tap here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Click or tap here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Click or tap here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Click or tap here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Click or tap here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Click or tap here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">Click or tap here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The core competency goal I want to work on this term is:</b> <a href="#">Click or tap here to enter text.</a>			
<b>What are some actions I can take to work on this goal at school? At home? In my community?</b> <a href="#">Click or tap here to enter text.</a>			

# 4. Student Goal-Setting

## Learning Profile

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

# 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 for IEP Students

**Sample Reporting Timeline Chart 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	<ul style="list-style-type: none"> <li>• Reference that student is on an IEP</li> <li>• Include support and from whom</li> <li>• Progress in subject areas with proficiency scales</li> <li>• Areas of growth (e.g., literacy/ numeracy/ PHE). May use info from IEP goals.</li> <li>• Further development</li> <li>• Summary of student self-assessment of core competencies</li> </ul>	Reporting on supplemental/ replacement curriculum as needed

# Sample Written Report Using an Evidence Log

IEP Evidence Log for: Oliver Twist  
Date:

Term: 2

Date	Goals & Objectives		Progress			Triangulation of evidence			Location of evidence
			I can do this ...			Observation	Product	Conversation	
	Goal	Objective	I met this goal! I am ready for the next challenge	I want to keep working on this goal / objective	I need a new objective				
Feb 27/20	Goal	I can use strategies that help me manage my feelings and emotions							Conversation Log
	Objective	by identifying my feelings using a strategy to regulate my body			✓		✓	✓	
	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 modelling the use of words and phrases to ask for a break.								
Feb 27/20	Goal	I respond to simple and direct questions							FreshGrade Conversation Log
	Objective	by choosing between two picture symbols of preferred choice activities				✓	✓	✓	
	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.								
Feb 27/20	Goal	With support, I can be part of a group							FreshGrade
	Objective	by using classroom materials for their intended purposes during learning activities			✓		✓		
	Comments: Oliver independently checks the class visual schedule to locate preferred activities during the day. He requires prompts when using the countdown strip. Since returning from winter break, Oliver has started to use the math counting materials to demonstrate his understanding of addition and subtraction concepts. He enjoys sharing his learning with his classmates.								

# SAMPLE 1: Core Competency Objective reviewed in IEP

Core Competency Goals	
Personal Awareness	I can use strategies that help me manage my feelings and emotions
Objective	Strategy
<p>I can recognize when I am frustrated, angry, or upset and I will use strategies to calm myself.</p> <p>October 2020 (Baseline): I can get stuck when I am mad. I don't feel myself getting this way. it just happens. I cry and sometimes scream. I can't hear people talk when I'm upset.</p> <p>January 2021 Review: Emerging. I did a reflection sheet and talked with my LRT for this review. I think I am slowly getting better at knowing when I am getting upset. I still get stuck but I noticed my voice changes. It helps me to go to a quiet space with the CEA. Next, I would like to learn more ways to relax my body when I am alone.</p>	<p>- use 'Counting of Tricks'</p> <p>- debrief incidents with Co [redacted] soon as possible, and emphasize positive and negative consequences of her choices</p> <p>- reinforce that "Tomorrow is another day." and "You can try again next time."</p>

## 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

Supplemental

Teacher Responsible :

### Learning Standards

Communicate in sentences and paragraphs applying conventions of Canadian spelling grammar and punctuation

#### Objective

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 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.

#### Strategy

editing strategies; re-reading written work; using a word processor



#### The Review has:

- ✓ Date
- ✓ Proficiency
- ✓ Evidence for review (how reviewed)
- ✓ Improvements/strengths
- ✓ Supports (e.g. CEA, quiet space, visual aids, processor)
- ✓ Next steps

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.

**Term:**

**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.

## Communicating Student Learning Summative Report OVERALL REQUIREMENTS

<b>Student Perspective</b>	
(Student's name) perspective was shared through _____.	
<b>Teacher Comments</b>	
<p><b>SEL Comment</b> – 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.</p> <p><b>Strengths and stretches</b> – a paragraph that prioritizes and synthesizes key aspects of the student's learning in relation to competencies addressed in Literacy, Numeracy and PHE. Include:</p> <ol style="list-style-type: none"> <li>1. Comments for ELL, Gifted and Students with IEPs.</li> <li>2. Highlight supports in place and being used by student (Link to Universal &amp; Essential Supports in IEP)</li> </ol> <p><b>Goals to Support Learning</b> – a paragraph synthesizing information received from student, caregiver, teacher and, if involved, other members of the community around the following questions:</p> <ol style="list-style-type: none"> <li>1. What is one small area the student might grow in?</li> <li>2. What are some hopes for the student's learning moving forward?</li> <li>3. Ways to support learning at school and home</li> </ol>	
<b>English Language Arts</b>	Choose an item.
<b>Reading, Listening, Writing, Speaking delineations Grades K-3 only</b>	
<b>Mathematics</b>	Choose an item.
<b>Arts</b>	Choose an item.
<b>PHE</b>	Choose an item.
<b>Core French (grades 5-8)</b>	Choose an item.
<b>Social Studies</b>	Choose an item.
<b>Science</b>	Choose an item.
<b>ADST</b>	Choose an item.
<b>Career</b>	Choose an item.
<b>Core Competencies</b>	
Student (insert name) has shared their Self-assessment of the Core Competencies by <u>                    </u> (conversation log, self-assessment of core competencies)	Choose an item.

# Example Summative Report

**Student:** Test **Teacher:** Mr. R. Ready  
**Grade:** Grade 6 **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		
<p>It has been such a pleasure working with Kat this year. She is an important member of our class who demonstrates a well-developed sense of social responsibility. She works well with everyone and 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 has been shown by both her school work (efforts in math) and her involvement in activities such as the Remembrance Day assembly.</p> <p>All forms of communication (written, verbal, graphic) are Kat's strengths. She has a great ability to 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.</p> <p>Ways that we can all support Kat as she moves forward with her learning:</p> <p>directly teach strategies to successfully approach problem solving in math. Building on her literary strengths is an approach that we will pursue.</p> <p>directly teach strategies for working flexibly with numbers (mental math strategies to make sense of computations) encourage Kat to utilize the adaptations and strategies outlined in her Individual Education Plan (calculator, anchor charts, manipulatives)</p> <p>directly teach methods and strategies to improve the impact of writing through word choice and sentence construction.</p> <p>Please see Kat's year-end IEP review for specific goal attainment information.</p>		
<p><b>Attendance Summary:</b></p> <p>Attendance            Month TOTAL            Absent 0            Late 0</p>	<p><b>Signatures:</b></p> <p>Teacher(s)  Principal</p>	
<p>Is student receiving Special Services? Yes / no</p>		

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

ENGLISH LANGUAGE ARTS: Reading, Listening and Viewing				
Connects with and comprehends fiction selections	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
Connects with and comprehends non-fiction selections	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
ENGLISH LANGUAGE ARTS: Writing, Speaking and Representing				
Creates and communicates ideas and understandings	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
MATHEMATICS				
Shows learning using objects, pictures, numbers and words	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
Develops and uses multiple strategies to engage in problem solving	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
Demonstrates automatic recall of math facts to accurately do mental math	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
SCIENCE				
	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
SOCIAL STUDIES				
	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
FRENCH (or other second language)				
	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
ARTS EDUCATION (Dance, Drama, Music, Visual Arts)				
	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
PHYSICAL AND HEALTH EDUCATION				
	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
APPLIED DESIGN, SKILLS & TECHNOLOGIES				
	EMERGING	DEVELOPING	PROFICIENT	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