

## Some Big Ideas for Reporting Student Progress

**Parents want to know.....**

*Do you know my child?*

*Do you like my child?*

*Is my child learning?*

Sharon Jerowski

**Report Card marks should represent an evaluation of learning as close to the time of the report as practical.**

Dylan Wiliam

**Parents should receive “complete, easily understood and accurate evaluations of their children’s performance based on the provincial curriculum.**

Reporting Student Progress: Policy and Practice

**Written and oral reports should contain a description of the goals and objectives of instruction to which the assessments are referenced.**

The goals and objectives that guided instruction should serve as the basis for reporting. A report will be limited by a number of practical considerations, but the central focus should be on the instructional objectives and the types of performance that represent achievement of these objectives.

**Reports should be complete in their descriptions of strengths and weaknesses of students, so that strengths can be built upon and problem areas addressed.**

Reports can be incorrectly slanted towards “faults” in a student or toward giving unqualified praise. Both biases reduce the validity and utility of assessment. Accuracy in reporting strengths and weaknesses helps to reduce systematic error and is essential for stimulating and reinforcing improved performance. Reports should contain the information that will assist and guide students, their parents/guardians, and teachers to take relevant follow-up actions.

**The reporting system should provide for conferences between teachers and parents/guardians. Whenever it is appropriate, students should participate in these conferences.**

Conferences scheduled at regular intervals and, if necessary, upon request provide parents/guardians and, when appropriate, students with an opportunity to discuss assessment procedures, clarify and elaborate their understanding of the assessment results, summary comments and grades, and reports, and, where warranted, to work with teachers to develop relevant follow-up activities or action plans.

**An appeal process should be described to students and their parents/guardians at the beginning of each school year or course of instruction that they may use to appeal a report.**

Situations may arise where a student and his/her parents/guardian believe the summary comments and grades inaccurately reflect the level of performance of the student. A procedure by which they can appeal such a situation should be developed and made known to them (for example, in a school handbook or newsletter provided to students and their parents/guardians at the beginning of the school year).

From: Principles for Fair Student Assessment Practices for Education in Canada (2004)

[http://www.bced.gov.bc.ca/classroom\\_assessment/fairstudent.pdf](http://www.bced.gov.bc.ca/classroom_assessment/fairstudent.pdf)