

From No Place to Knowing

by

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### **Abstract**

This project examines the creation of an alternate reporting format that includes both a written report card and a digital portfolio. Literature about self-assessment, its ties to creating self-regulated learners is examined within the context of creating a reporting schema. The further aim of this project is to create an exemplar to better meet the needs of their students from which other educators can create an alternate reporting schema that complies with current reporting requirements from the British Columbia Ministry of Education.

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### **Dedication**

To my parents who created a childhood where it was possible to experience such diversity and learning, I owe a thank you. Your dreams and pursuit of them taught me to keep going even when it gets hard. From you both I learned how to learn.

## Chapter 1: Introduction

### No Place

I grew up in the wilderness alone with my brother and family. My parents were not a part of the dominant Finnish culture that surrounded me as a child. I was an American in Canada. Counter-culture, utopian ideals, working hard for your living; these were the values that I grew up with, and these are the values that have been imprinted on me by the place from which I have come.

My parents became part of an intentional community in a non-intentional way. They brought me, a newborn, from the industrial city of Detroit through a winding path to the remote Malcolm Island and a homesteading property near the lighthouse station of Pultney Point. I grew up in an idyllic counter-culture childhood, full of freedom, exploration and discovery. My first year of schooling was Grade one in a British Columbia Ministry of Education (MOE) correspondence program with my mother as my teacher. Because of the remoteness of where we lived and my mother's recognition that teaching was not her forte, I was sent to "town" to live with a well-meaning and kind family to attend public school in Grade two. Despite best intentions, this time is one of the most painful memories I have from my childhood. When I was eight years old my family moved into "town"; the small Finnish fishing community of Sointula that was founded by a group of pioneering, socialist Finns who hoped to create a utopia in the unmapped and wild islands of British Columbia. In Greek the word utopia comes from  $\text{o} \acute{\upsilon}$  ("not") and  $\text{\tau} \acute{\omicron} \pi \omicron \varsigma$  ("place") and its homophone eutopia which comes from the Greek  $\epsilon \tilde{\upsilon}$  ("good" or "well") and  $\text{\tau} \acute{\omicron} \pi \omicron \varsigma$  ("place"), which means "good place". These early years have imprinted themselves upon my being, just as a salmon

that knows from where it comes and that it must return to the that same stream to spawn and die. I think that I may be searching for the perfect place that is no place; chasing something that is not there and have found the not so perfect place I belong.

### **What I do**

I teach. I have always taught; even to my not-always-willing younger brother who had to suffer in his early years as my pupil in our forest classroom. For the past several years I have taught young children who, for the most part, love school. I adore being a primary teacher because the joy and enthusiasm for learning is evident in these learners; things are new and novel to them. The sense of belonging that I am constantly seeking is also satisfied by my role as a teacher. I come from a place that taught me how important it is to belong. I know the value in knowing where you fit within the community. I now live in a small town that is a place where I can know my students both inside and outside of the classroom, and because I am a teacher I know where I belong in our community. In that same unintentional way my parents found Sointula, I have found my way to a small community without a plan, yet I found a place where I can find my position in the community. I want my children to grow up and be part of a community and have this same sense of belonging and value the importance of community.

I began my teaching career in the early 1990's when the *Primary Document* (2000) was being implemented in elementary schools throughout British Columbia. In 1988, the *Sullivan Royal Commission Report* was published and it included a blueprint for an innovative curriculum program known as *Year 2000*(2000). This was a time of change and excitement in the schools in the province. There was educational innovation; there was a movement that put the child at the center of learning. In teacher training I was lucky enough to be part of a new program at Malaspina College (now known as

Vancouver Island University) with instructors who had recently been teaching in classrooms; who were involved in the creation of these new education documents and believed in this philosophy of educating the whole child. This was an inspiring time to become a teacher. The formation of my assessment beliefs were shaped and solidified during this time. *The Primary Program: A Framework for Teaching* (2000) makes many statements about assessment that continue to ring true many years after it was written. As I read it now, it hints to the use of technology that has become so accessible in the recent years. It contains words that continue to guide my thinking about assessment and evaluation:

To be effective, assessment must recognize the diversity of learners and allow for differences in styles and rates of learning. Such developmentally appropriate assessment calls for the use of a range of assessment strategies because young children are often unable to represent their understanding in conventional ways (p. 162)

### **Assessment That Matters: From the Minutiae to the Big Picture**

As the years have gone by, my teaching has improved. My confidence has developed and I have built a career that I can be proud of. As I reflect on my current practice I can see that my focus has changed; it is no longer on the whole child. I feel the (school?) system has become focused on the product rather than the process. We have lost sight of the child who should be the center of our teaching. Reporting has also changed greatly over the course of my career, from long and wordy anecdotal report cards based on what the child can do, to a more structured documentation of the child in comparison to others of the same age. Throughout this time I have had many experiences that have made me feel as if reporting is not doing what it was intended to do. Parents

and, more importantly, children did not understand what my comments about their progress had to do with their learning. After becoming a parent myself, I came to realize that my students' parents wanted to know that I cared about and liked their child. More disconcertingly, students did not use my reporting for any useful purpose except to compare themselves to each other or their parent's expectations. Often the reports that I was writing were not appreciated by parents because of the jargon that I used to report their child's progress. I was filling these reports with information that meant nothing to parents and their children.

### **Moments in Time That Change You**

Recently, I was lucky enough to loop with a group of students from my Grade one classroom, into Grade two, and even into Grade three. I had a young learner who was struggling to learn to read. He had transferred into our school very early in Grade one because of behavioral issues at another school and he had very little confidence as a learner. He was a work in progress, and required a great deal of time and tenderness. In our second year together he was becoming more confident. We had a good relationship and he understood that learning was a process and he was on his way. At the end of the second term of Grade two, I sent home his report card with a '2' (minimally meeting expectations) on a reading outcome. He saw this number on his report card and said to me the next day that I had lied to him and he was not becoming a better reader. My heart was broken. This experience confirmed to me that I needed to move the child back to the center of my teaching, and that I must help to create a kinder, more accurate, and useful way to report a child's progress.

## **Chapter 2: Literature Review**

We live in a time of huge technological progress and change. The students who are in my class are used to a different type of feedback in their everyday lives; instantaneous, graphic and relevant to their immediate learning. These are learners who will easily adjust to unconventional styles of assessing and evaluation. Many students and parents are comfortable with new technology and they are already documenting their lives, growth and they are extending that use of technology into learning. With this technology it is even possible for us to redefine what our community is, what defines the boundaries and who is included in the makeup of our community. I hope to carry on this context to their school life. My goal is for my students to become more aware of what they are learning, and how to move forward in their learning. Recently, my classroom has become more open and we have become quite used to sharing our learning with our class' parents, our community and the world. With the technologies that students are already using, it is possible to document and have access to evidence of learning at any time. In my Masters project, I will create a more relevant and purposeful way to report student progress that is understandable and accessible to parents and useful to my students.

### **Digital Portfolios and Student Self-Assessment**

Student self-assessment and digital portfolios are not a new approach within the field of education. Helen Barrett now retired from the University of Alberta and the University of Alaska Anchorage, has been researching and writing about digital portfolios for the past 20 years (2005), (2007) and (2010). Globally, there have been multiple studies on the use and implementation of digital portfolios. Barrett (2011) states that most of the research about utilizing portfolio assessment has been done in post

secondary and graduate student evaluations have been gaining popularity in teacher training programs. For example, Hopper and Sanford (2007) document the process of introducing eportfolios in the Elementary Education program at the University of Victoria as not only a process for students to engage and reflect on their learning but also as a program self-renewal. In my experience while neither self-assessment nor digital portfolios are new, their implementation has yet to gain general acceptance throughout the K to 12 educational community.

Within the last five to ten years, technological advancements have been rapid. With the introduction and the affordability of mobile digital technologies, newer and more accessible hardware and applications are making their way into the classroom. With the advancements of new personal digital technologies, the implementation of self-assessment in the form of digital portfolios seems much simpler and more accessible for teachers and students.

For the purpose of this project, I surveyed literature surrounding the use of digital portfolios and formative assessment practices such as peer and self assessment, and teacher feedback. Specifically, I concentrated on forms of feedback to students and their self-evaluation using John Hattie's (2005) sdTTle (Assessment Tools for Teaching and Learning). For this purpose I used three guiding questions: What are we learning about the implementation of digital portfolios? How are teachers doing with their implementation in primary grades? Where to next? In this literature review, I also examine evidence of the assertion that formative assessment involving self-evaluation will lead to more self-regulated learners. The impact and issues surrounding the use of ICTs (Information Communication Tools) in the classroom for young learners and their teachers is also considered; including reasons for the lack of generalized implementation

of portfolio and self-assessment practices by teachers. Finally, I connect the current literature on formative assessment and portfolio building to the British Columbia First People's Principles of Learning that accept teaching and learning approaches through First People's pedagogy.

### **Theoretical Frameworks**

**Constructivism and the First People's Principles of Learning.** Portfolio assessment has its roots in Constructivism Theory introduced by John Dewey. Dewey (1929) forwarded that learning is an active process and meaning is constructed through experiencing, reflecting, questioning and examining one's experiences; suggesting that "people learn to learn as they learn" (Dewey, 1929 ) Constructivists believe that motivation, understanding of self and self regulation skills are fundamental to one's ability to learn. Constructivist theory, as adapted from educational theorists such as Dewey (1929), Lev Vygotsky (1934), Maria Montessori (1946), and Jean Piaget (1950), continues to frame educational discourse for those who believe that people learn through their experiences. Constructivism is a useful framework for better understanding the power of formative assessment portfolios, with their focus on self regulated learning and use of digital technologies for student centered reporting.

Along with constructivism, another support for the implementation of portfolio practices is found in the pedagogical views of the First People's Principles of Learning which hold that "learning is holistic, reflexive, reflective, experimental, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)" (p. 20).

**What are portfolios?**

Education portfolios consist of “work the learner has collected, reflected upon, selected and presented to show growth and change over time, work that represents an individual’s or organization’s human capital” (Barrett, 2007 p. 436). Portfolio assessment supports the notion that the process of formative assessment transforms “passive recipients into active participants, who create and contribute their own meanings instead of phlegmatically receiving means and leaving them unquestioned” (Clark, 2012 p. 208). Having evidence in relation to goals or targets for success is critical in this age of “evidence-based” data, which is required by school districts throughout the province of British Columbia (BC). Portfolios create an opportunity for students, teachers, parents, principals and the MOE to see development and growth over time collected and archived in a manageable but inclusive package. Brewer (2012), in an article about Rousseauian pedagogical methods in outdoor kindergarten programs, states that portfolio assessment method offers educators an opportunity to collect information about “traits (that) cannot be measured with a quantitative test, the use of individual portfolios allow educators to track the growth of each student, focusing on their holistic development than converting students into numbers for comparable competition” (p. 237). Digital and electronic technology offer educators and students a simple and effective way to curate student data and allow “the process of creating the portfolio, working with it, sharing experiences with each other allows authors to carry out self-assessment of their independent cognitive function and improve it” (Karzhaubayeva & Koksheeva, 2013 p. 307). This collection of student work becomes a shared responsibility between the teacher and the students, particularly in the primary years. It is important that in order for the student to understand the portfolio has a changing and dynamic purpose that is not just a collection

of finished products. The collection should also contain pieces of completed work, as well as samples of learning, which could be commented on, changed and refined. This process of revisiting evidence of learning reinforces the notion that the process of assessment is to improve learning not judge and compare it.

### **Formative Assessment**

Through the lens of constructivism, educators believe that students learn best when: the learning activities involve exploration and inquiry; it is hands-on; it is developmentally relevant; when activities are culturally sensitive; when students feel supported in their education; and when we use assessment practices and evaluation to scaffold learners towards new learning (Dewey, 1929). In short, teachers must provide students with ongoing support or feedback in a way that guides them to their next step in learning. Feedback that supports and guides learning is defined by Black and Wiliam (2009) as *formative*:

A formative interaction is one in which an interactive situation influences cognition, i.e., it is an interaction between external stimulus and feedback, and internal production by the individual learner which involves looking at the three aspects, the external, the internal and their interactions. (p. 11)

Formative interactions become defined as formative assessment when they provide students with a strategic guide to further their inquiry or deepen their thinking. The last piece of the puzzle that creates a formative experience is that everything “hinges on the strategic adaptation of instruction to meet the student’s needs through a collaborative activity where the student and the teacher share responsibility of new learning.” (Clark, 2012, p. 211). When students become aware of the processes that make them more

successful learners, they are then able to identify which of their actions makes a difference to their learning. McAlpine and Weston 2002 (p. 69) suggest that “reflection on new information is a key process which links knowledge to an analysis of the relationships between current experience and future action.” Such processes may be enhanced with the introduction of digital formats of formative assessment. In Kankaanranta and Kangassalo’s (2012) work with Finnish primary age children, it was found that the children were “unreservedly enthusiastic about ICT” (p. 291). After the introduction of a pictorial computer-based stimulation, “the children began to construct interconnections of different aspects and phenomena” (p. 291). In this way, once you can identify and name an action or process that helps you become a stronger learner, you are then able to transfer those actions into new situations and learning thus becoming a self regulated learner.

### **Self Regulation**

Research shows a correlation between students who are self-regulated learners (SRL) and their success in schools (Zimmerman, 2002). There is also evidence that when student make their thinking “visible”, they are more likely to transfer those learning habits to other situations (Ritchhart, Church & Morrison, 2012). Portfolios created using video, pictures, text, and audio address both aspects of self-regulation and visible representation of thinking processes. Lajoie (2008) asserts that “computers as cognitive tools afford the learner richer opportunities for the types of interactions that would support metacognition and SRL” (p. 471). The processes involved in creating digital portfolios - of compiling and reflecting upon evidence of learning, as well as the teacher giving feedback based on understood criteria - provide the student with the scaffold from which to make improvements and choose directions for their learning. The idea of

motivation is also tied to self-regulated learning and self-efficacy. The concept of feedback being tied to internal motivation is noted by Blanchard (as cited in Wall et al., 2007):

Whenever one tries to find out and understand pupils' perceptions, there is an implicit message that their view count and that they have a valued role to play in deciding how to organize things. When such communication takes place with the curriculum, as part of the teaching and learning, it is all the more powerful in building confidence to express themselves and pursue what they want to achieve. (p. 264)

Here we further understand that students who believe they can explicitly participate in the assessment process will do so with positive effect. It is the job of the teacher to create the situation where the learner has opportunity to develop feelings of self-efficacy. Not only will the process of building the portfolios help students to further understand themselves as learners but it will also build the awareness in the teacher of the student strengths and areas needing further support. Portfolios are only powerful if they are compiled over time, showing growth that becomes evident only through this commitment to the process, which speaks to the First People's Principle that "learning involves patience and time". (First Nations Education Steering Committee, 2011, p. ?)

### **Digital portfolios as Storytelling**

Digital portfolios are commonly divided into three general types; process, showcase and assessment (Barrett, 2007). Assessment portfolios have been described by Abrami & Barrett (2005) as storage of materials for "external evaluation or judgment". These types of portfolios contain summative evaluation materials allowing

for some “virtual demonstrations of competencies”. Similarly, process contains illustrations of what has been learned. Given the varied options with electronic devices these types of portfolios can be rich with multimedia content. The type of portfolios I suggest using with my primary students are what Abrami & Barrett (2005) calls process portfolios. Process portfolios are designed as:

... (a) tool for reflection; allow(ing) students to increase their ability to self evaluate; teach students to make choices; encourage students to better understand themselves and focus on their strengths; allow students to reflect on their procedures, strategies and accomplishments so that they can improve and correct them and ultimately succeed; promote feedback during the learning process. (p. 3)

Dewey (1929) was the first to introduce the philosophy that effective primary schooling immerses students in events, which are concrete and centered on students and their experiences. Portfolios provide these youngest students with the opportunity to be ‘in the moment’ when they are practicing self-assessment. Lorna Earl (2003) describes what she called “self-evaluation habits of mind” when discussing self-regulated learners and students learning how to become successful learners. “Like any other complex skill, self-evaluation is hard work that requires commitment and practice to become automatic” (p. 106). This commitment is made by the teacher providing even their youngest learners with opportunity to reflect on the evidence of their learning.

Helen Barrett (2002) reminds us not to confuse the assessment process with assessment purpose. Teachers use portfolios to celebrate and share progress students make toward a goal. If the process of the creating the portfolio is too onerous or complex it loses its appeal for the student and the teacher. Niguidula (2005) reinforces “the

purpose of the portfolio drives the content” (p. 45) and also reiterates the ease that digital portfolios can help “to communicate better with parents” (p. 45). Barrett’s (2011) work for British Columbia MOE on digital portfolios gives a clear implementation process for the introduction of these tools into a classroom.

It is particularly the digital component of portfolios which makes electronic portfolios highly appropriate for young learners as members of a generation born into the digital age. In their article on developing digital portfolios with children, Wall et al., (2007) make reference to:

Article 12 of the United Nations Convention on the Rights of the Child, the emphasis on the entitlement of children to have their voices heard has increased. It stated that children and young people have a right to be involved in the decisions that affect them. (p. 265)

What more obvious way to make a child heard than to record the actual voice of the child? Helen Barrett (2007) describes the portfolio as “a story of learning (that) is owned by the learner, structured by the learner, and told in the learner’s own voice (both literally and rhetorically)” (p. 441). Encapsulated within the idea of a portfolio being a story is the First People’s (2010) pedagogical belief that learning is embedded within a story.

Creating a story with the child in the center is the ideal portfolio.

### **21<sup>st</sup> Century Learning – The Affordances of Digital Media for Portfolios and Student Self Assessment**

With the advent of mobile technologies such as tablet computers, iPads, and iPods, documenting learning has become accessible and simple enough for all learners to accomplish. Newer applications for these devices also stretch the thinking of learners and teachers to examine what they consider as evidence. Voice recording, photography

and animation are innovative and creative ways to share new learning. Another aspect of digital portfolios that promote reflective learning is the ability to share these collections with the world. The classroom teacher, peers, their parents, extended family and the public all providing feedback to students is an added benefit to sharing ideas and learning digitally. The Premier's Technology Council: A Vision for 21<sup>st</sup> Century Education (2010) makes the point the "assessment must be timely and appropriate so that students, parents and teachers can be informed during, not after, learning and in ways that allow for correction and celebration" (p. 22). Digital portfolios are accessible to parents and teachers. The sharing and accessibility capacity of digital portfolios make it an ideal tool for use in assessment and evaluation.

#### **Issues effecting the implementation of digital portfolios for student self assessment**

After a review of research (Barrett 2007; Wall, Higgins, Miller, & Packard 2006) on digital portfolios and formative assessment, there is much evidence that both practices show positive effects on student learning. While there continues to be a place for summative assessments in all classrooms, there are few detractors to the concept of ongoing formative assessment practices, but these factors need to be considered. The combination of the digital portfolio collection and the self-evaluation processes cause stumbling blocks mostly around the use of technology by both the teacher and students. Teachers need to have "sufficient access to computers, peripherals, and information networks are a necessary prerequisite for sustainable digital portfolios development" (Kankaanaranta & Kangassalo, 2003 p. 291). It is also established that "the mere existence of a computer does not guarantee its actual use" in the classroom (Kankaanranta, 2001, p. 259).

From both the readings and personal experience, I have come to believe that guidelines that are flexible and provide minimal structure would help to increase the acceptance and use of digital portfolios by teachers in primary classrooms. Stansberry and Kymes (2007) sought to answer the question about whether “there was a relationship or correlation between those teachers who experience assessment through the portfolio and those who use portfolio based assessment in their P-12 classrooms” (p. 488). They discovered that teachers were more likely to be positive and try implementation of digital portfolios if they had experience with the process. In Tartwijk and Driessen’s (2009) exploration of the use of digital portfolio in training of health professionals, they noted “working with a portfolio is time-consuming both for the learner and mentors” (p. 790). As well, “the effectiveness of learning is enhanced when a mentor supports the portfolio process” (p. 790).

It takes time and support for teachers to adopt alternate practices such as the implementation of digital portfolios and student self-assessment. The British Columbia Education Plan (2011) refers to high standards when suggesting “all assessment activities, whether province-wide or classroom-based, will support ongoing student learning” (p. 6). In addition, it states, “classroom assessment tools, including performance standards and other assessment support material, will be developed with educators” (p. 6). Training and mentorship are crucial for the successful implementation of these practices. But another key piece to this puzzle may be for monetary support that must be made available to ensure equitable access for all teachers and students throughout the province for hardware and infrastructure.

**Why It Matters in My Classroom**

In her 2011 book, *Making Classroom Assessment Work*, Davies (2007) quotes Lorrie Shepard: “[g]ood assessment tasks are interchangeable with good instructional tasks” (p. 55). This quote makes the point that teaching children to become effective self-assessors also teaches them to become better learners. Assessment in the form of feedback tied to criteria provides a starting point for students to become more successful learners. Additionally or Similarly, the principles of formative assessment and self-regulation align closely with several of the First People’s Principles of Learning (FNES, 2011) in a way that is respectful and inclusive of all learners in our classrooms. Looking at assessment as a more holistic and reflective child-centered approach manifests a pedagogy which supports the diversity that is a reality in my classroom. Students who are given the opportunity early on, and with concrete ways, to interact with their processes of learning - including through technologies that create accessible, real-time experiences when self evaluating - are more likely to internalize and transfer that skill to all subjects. In short, ‘practice makes perfect’. The earlier educators provide opportunities for students to engage in more self-regulated learning, the better they will become at ‘learning to learn’.

### **Chapter 3: A New Reporting Methodology**

#### **My Proposal**

In this chapter I present an alternative reporting methodology from which other educators can create reporting schema that comply with British Columbia MOE requirements. The proposed exemplar includes both a written report card and a digital portfolio.

An examination of relevant literature resources, a background of MOE requirements for reporting, an overview of current changes occurring throughout the province and a review of my own classroom experiences will support the development of a framework highlighting the key components of transparent reporting. This framework is used to guide the creation of both the written report card and digital portfolio presented in this chapter.

#### **Background**

**Current requirements for British Columbia reporting.** In British Columbia the MOE requires three formal written reports to parents of students in the K-12 system (2009). In addition to these formal reports it is required that there are two informal reporting sessions (MOE, 2009), which typically include a Student-Led Conference between a parent and their child and a Parent-Teacher Conference. The processes of creating report cards to meet the expectations of these formal reports on student learning has primarily been for three audiences; local school districts, parents, and students.

Written report card results, which are reported from the classroom to the district level, continue to be a huge part of accountability for districts to the MOE. In order to collect and compile the data the district needs it to be in a form that is similar to other schools within the district. Although reporting to children their progress after the learning

(assessment of learning) is important for accountability the more important role assessment should play is that it be used to help students make plans for future learning (i.e. formative assessment). Children and their parents need feedback on the progress of their children in order to help plan for future learning.

**Changing Reporting Formats Around the Province.** Proposed in the British Columbia draft curriculum are small changes to Ministry reporting requirements, but the core remains similar (MOE, 2013). Many of the changes proposed by the MOE are similar to practices already adopted by many primary teachers, with the focus on the student's development in relation to "widely-held expectations," yet understanding that individuals are unique and some variance is expected. As the Ministry begins to change curriculum requirements in its new curriculum there is also a move to change the way that schools are reporting to parents.

Currently, small groups within various districts have taken on the task of reworking reporting methods. These groups have used diverse approaches ranging from digital portfolios (using applications specifically designed for student portfolio building such as FreshGrade (Bierman, 2014) currently being used in School District #83) to paper reporting with a more holistic and self-regulation focus (L. Skene, personal communications, 2013). These district initiatives have been given special permission from the MOE to disregard the Ministerial Reporting Orders that are currently in effect. These concessions include not providing letter grades on reports and not sending home reports at prescribed times in the year.

**From Reporting to Communicating.** As British Columbia's new curriculum, summarized in its 2011 British Columbia Education Plan (2011), is implemented the MOE seems to be opening the door to change. While there has been no official announcement about the style or format the MOE would like to see teachers in the province use for reporting, there is a statement regarding a "Shift from "reporting" to "communicating student learning" (MOE, 2011) and there appears to be a willingness for districts to take initiative and try new forms of communication with parents.

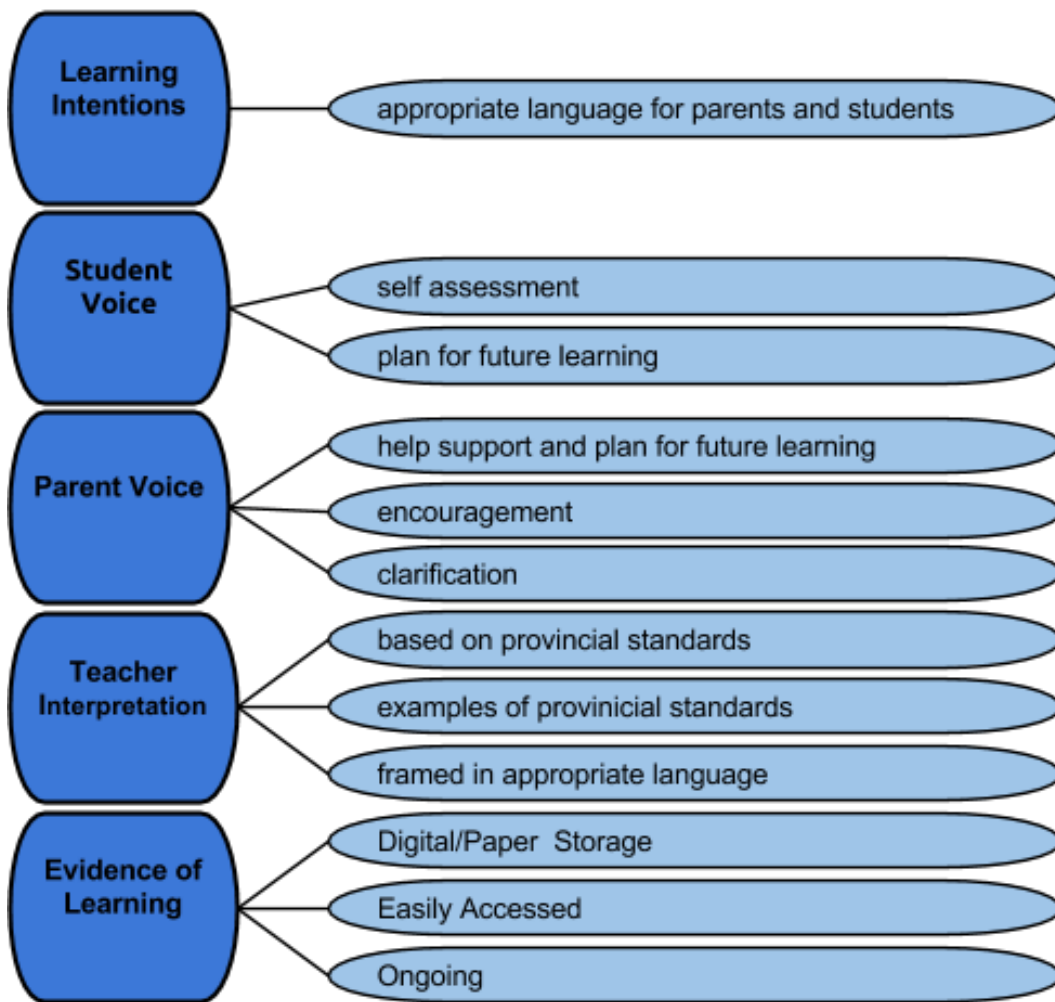
As noted, small pockets of innovation are occurring as teachers, principals and senior administration have been given the go ahead to try radically different techniques and forms of reporting to parents. Everything from ongoing reporting periods at the discretion of the teachers or schools, to complete digital formats, or to three way conferencing have been approved for trial by the MOE. Individuals involved in these processes report they are receiving positive feedback from parents and students (I' Landy, personal communication, 2013). Locally, with parental permission required for each student, our district has approved an alternate written report (attached) card for Grade two and three students (Appendix A) and has allowed the creation of a digital portfolio for each student. The proposed written report card (Appendix A) fully meets the current reporting requirements in the Provincial of British Columbia Report Order, (2005) and contains authentic student voice.

### **Framework of Transparent Reporting**

Reporting to parents about student progress needs to be clear. The term "transparent reporting" refers to communicating in a way that makes the learning process visible and meaningful to all parties involved in student reporting. In my experience, many parents are confused and frustrated with format of report cards that are not well

understood (S. Houde, personal communication, 2014). For example, teachers often write using language that is difficult for parents to understand and many parents complain that they are full of educational jargon. Communication from only the teacher's perspective, which does not effectively engage the parents or the student, is not effective. The proposal explored here offers additional ways to engage parents, students and communities. An example of breaking down the walls of classrooms is the use of the blog as a digital portfolio creates an opportunity for dialogue rather than a one-way information flow from the teacher to the parent.

An effective reporting framework must be accessible and transparent. The National Institute For Learning Outcomes Assessment (NILOA, 2011) has a number of key elements, to which I have made adjustments based on my community and primary classroom experience. Figure 1 outlines the key elements required for a transparent and accessible reporting schema. In addition to these elements, I submit that self-assessment should be included as an additional key element of a successful and forward-looking reporting framework.



*Figure 1.* Elements of a Transparent Reporting Schema.

This framework can provide a simple reference for educators as they develop tools to use for reporting out on progress related to student learning. I have found that these framework elements (learning intentions, student voice, parental voice, teacher interpretation and evidence of learning) allow educators to preserve transparency and accessibility in teaching and reporting.

**Learning Intentions.** Clear understanding of what is being assessed within an educational setting is critical for everyone involved in the reporting process. For summative assessment (assessment of learning) purposes teachers should be clear in their minds what they intend to assess; however for formative assessment purposes these intentions can be fluid and unique for each learner. Broad learning intentions are flexible in that they can cover many different skills. If parents and students are to take meaning from the assessments and eventual evaluations about their child's reported learning, they need to understand what content the teacher is attempting to teach and how students are evaluated on their learning outcomes.

Within the classroom context I have utilized the following statement on learning intentions, borrowed from Maple Ridge School District's Primary Progress Report (2013). These intentions are big picture goals that encompass all learning in our classroom and are posted on my blog for parents to access.

These are our learning intentions for the year:

- Plans ahead and implements ideas;
- Describes and reflects on experiences;
- Uses a variety of information and resources to solve problems;
- Investigate ideas and answer questions;
- Uses materials in imaginative and creative ways.

(Maple Ridge School District's Primary Progress Report, 2013)'

**Student Voice.** This framework includes the concept of student voice as students’ self-assessment of how they are doing in relation to their learning objectives and achievements. From my experience this is a difficult process for students to learn, requiring ongoing practice and reinforcement. Students need to be involved with planning the next steps in their learning. Identifying what makes learning easier, and planning to make changes in order to improve learning, creates a mindset in a child that these are accomplishable goals (Dweck, 2006). Students need to reframe the words they hear adults say in their own language to take ownership and control over the language and plans.

In Figure 2 below I attempt to show that an excerpt from my proposed written report card that includes student voice in each of the subject reporting areas. Not only does this report contain student self-evaluation but it also provides opportunity for students to make goals for future learning and share this information with parents. The complete written report card is included as Appendix A.

**Literacy:**

This reporting section includes reading, writing and oral language skills.

In relation to other children of a similar age range is meeting the widely held expectations for reading.

In relation to other children of a similar age range is meeting the widely held expectations for writing.

What your child can do	What are the next steps for learning
Teacher Comments	Teacher Comments
Student Comments	Student Comments

**Numeracy:**

In relation to other children of a similar age range is meeting the widely held expectations for numeracy

What your child can do	What are the next steps for learning
Teacher Comments	Teacher Comments

Student Comments	Student Comments
------------------	------------------

*Figure 2.* Literacy and Numeracy Exert from proposed Primary Report Card

Student voice is also the basis for utilizing student blogs. These blogs are entirely student generated and largely student-driven. While many of the activities that are included on the blog are teacher initiated, it is the students who have created the evidence of learning published on their blogs.

**Parent Voice.** In order for reporting to transform into effective two-way communication between teacher and parents there needs to be a reciprocal relationship established. Parents, students and teachers need to recognize and see the roles that they play in moving learning forward. Students need support and encouragement from parents in order to see the importance of next steps. Planning the next steps of learning for students who require additional service or Individual Education Plans (IEPs) also requires parental input. In the figure below a parent's comment indicates that the parent is an active participant in what their child is learning at school. The parent's voice in this case has also used this comment to extend the student's learning that they have shared on their blog.

## *1 Comment*

*Mom (Guest)*

February 16, 2014 at 11:01 PM

How did Hugh do in the race Isaiah?

[Reply](#)

*Figure 3. A Parental Comment on Student Blog*

**Teacher Interpretation.** In British Columbia the MOE suggests that reporting to parents be based on a teacher's evaluation of student achievement in relation to Performance Standards (MOE, 2009). In British Columbia teachers report progress in terms of "not yet meeting," "minimally meeting," "fully meeting," and "exceeding" widely held expectations for students of a similar age. Transparent reporting requires teachers to share examples of the standards used to measure against and share the evidence used to make this evaluation. The evaluation must be written in language that is easily understood by the parent and student.

**Evidence of Learning.** Evidence of student growth and learning must be shared for transparent reporting. The evidence of examples of individual student performance makes achievement simpler to understand, and makes students and parents more able to see areas for improvement. Often, in the primary years particularly, the next steps are obvious and parents can immediately see them. Showing evidence of learning and ongoing assessment is a natural process in the primary classroom, there is a rhythm to the cycle of teaching, learning, doing, assessing, evaluating and planning.

An advantage to the digital portfolio as a way of providing evidence is that it is accessible to the student, parent and teacher at any moment in this cycle. The immediate availability of evidence makes student learning visible in that it allows for constant feedback as to progress of learning the child's achievement level is not a surprise to parents during written reporting periods. The challenge to sharing this evidence is the level of privacy that must be afforded to a student and the confidentiality of the evaluation of that evidence. This confidence needs to be respected and maintained whenever posting information to the public domain of the Internet.

### **The Written Report Card and the Digital Portfolio**

Both digital and written reporting formats are designed to effectively communicate to parents and students, ultimately improving achievement in school. Current reporting practice focuses on reporting to parents what level their child has achieved, measured against other students in British Columbia, however teachers sometimes do not give clear feedback about ways that parents and students can better meet learning expectations. Wiliam & Thompson (2007) support the notion that ongoing feedback to students is an effective way to increase student achievement. Written report cards can create a learning opportunity for students to reflect and evaluate their achievements and to think about what they can do to further improve their learning. While the written report continues to fill a need for summative evaluation required by the MOE (2009) and my local school district (#85 Vancouver Island North) it is through the proposed digital portfolio that students potentially have the opportunity to practice self-assessment skills, and have the opportunity to receive timely feedback in order to improve success (Wiliam, 2007). Combining the written report and the digital portfolio has the potential to more effectively show student progress and to help to raise awareness as to how students can become more capable learners.

### **A Proposed Written Report Card**

Parents and caregivers need to understand clearly from what educational perspective how their children are being evaluated. They should understand that the teacher's personal beliefs about how children learn best would affect the framework used for educating and evaluating performance. Reporting that includes comments about what a child is able to do and what they need to do for their next steps in learning will help parents understand what role they can take in their child's education. If parents

understand the teacher's perspectives, they will be better able to understand the content of reports on student achievement. Included in my proposed written report card (Appendix A) is the following philosophical statement about my beliefs on learning in the Primary Program:

We know the students learn best when:

- activities involve exploration and inquiry, with hands-on activities that engage all their senses
- activities are developmentally and culturally appropriate
- assessment and evaluation are used to support student learning
- teachers, families, schools and community members are partners in a child's education

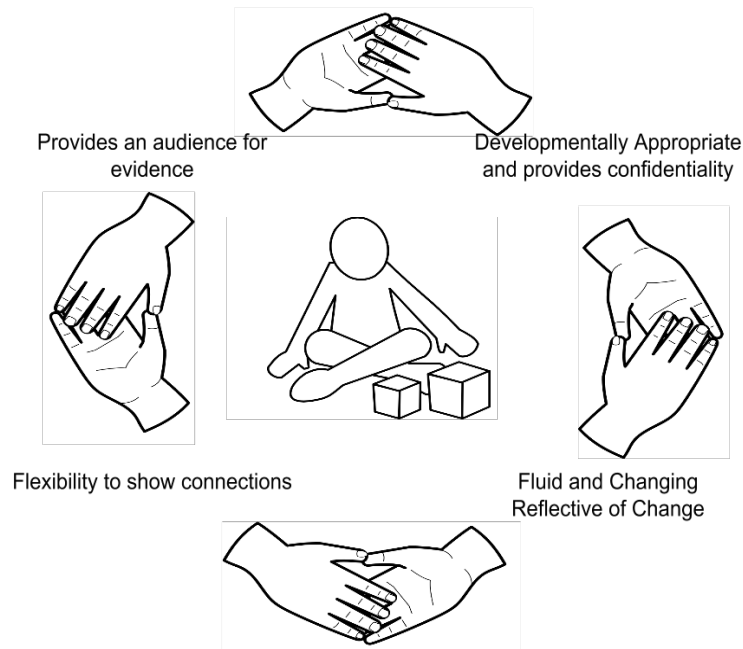
(SD 85's alternative report card, 2013)

Additionally, the written report card will transform my current report cards from three episodes of summative evaluation in a school year into a learning process that helps develop self-assessment skills in my students.

I have included in Appendix A copy of my proposed written report card which is designed to inform parents of student progress and the next steps required in their learning objectives. Another component of this reporting format is the digital portfolio, which compliments the written report in providing a window into each student's learning process and progress. In addition to paper-based report cards, educators can create a digital portfolio that houses samples of student work, student self-assessments, and is accessible to parents and a written report card format that includes student voice.

**Digital Portfolio.** As I researched changes that are occurring in the curriculum, including Barrett's work on digital portfolios (2005) (2011), and had conversations with colleagues throughout the province, I realized that if I were to use the term digital portfolio required greater specificity. I needed to consider what a digital portfolio could contain, what important elements I had to maintain to keep it transparent and, most importantly, what tool to use for the creation of this digital portfolio.

**Components of a Well Rounded Digital Portfolio.** As part of this my proposed reporting format there is a digital portfolio which houses a collection of the evidence of learning and a process portfolio that contains projects, recordings, and images that document progress. Digital Portfolios allow for transparent communicating to take place. In order to be reflective of growth while still being easy to access and use by the teacher, student and parent, I have created a framework to maintain when creating a digital portfolio. The following figure based on research by Barrett (2010), Davies (2007), Hattie (2005), Wiliam (2007) and Thompson (2007) is used to illustrate the important elements I believe that a digital portfolio must encompass in order to be useful to teachers, parents and students.



*Figure 4.* A Well Rounded Digital Portfolio

Each of the four elements; developmentally appropriate and provides confidentiality, fluid and changing reflective of change, flexibility to show connections, and provides an audience for evidence, need to be considered when creating a digital portfolio. Some of these elements are beyond the control of a classroom teacher, and the scope of this project. They would need to be considered by the entire school community if digital portfolios are to be used for powerful, transparent reporting of student progress. For the purposes of this project I have used these components as scaffolding for my proposed student digital portfolios.

**Developmentally Appropriate and Provides Confidentiality.** As with all matters concerning students, certain elements of confidentiality are required and needed. Parents, students and teachers all need to feel secure and understand who will have access to materials posted to digital portfolios. Parental permission is required from School District #85 (Vancouver Island North) to store information about students online. A copy of a proposed letter to be sent home for parental consent is included as Appendix B. Also included as Appendix C is a consent form already utilized in my classroom for the use of online resources. These documents (Appendices B and C) help to explain my perspective about online activities and provide an opportunity for parents to engage in dialogue if they are unsure or concerned about aspects of this activity.

Student creation of an online presence is a process that involves a gradual release of responsibility. Young students should begin learning about their “online footprint” as soon as they enter school; in fact many of them have already acquired a trail in utero started by their parents. Students need to begin to understand their responsibilities online and be given the opportunity to practice appropriate online habits. Also self-assessment will improve with time and practice, we cannot ask very young kindergarten children to acquire this skill overnight, but the hope is that year after year these skills become more ingrained as part of their learning style.

**Fluid and Changing.** Ideally a portfolio is built upon the ongoing accumulation of evidence compiled during a student’s learning career. Portfolios providing a “snapshot in time” can be informative to teachers, parents and students. Allowing a primary child to revisit their learning at an earlier stage, which technology allows in an easy and organized way, and then reflect on their learning over a long period of time, will show growth in a way that isn’t always possible for young students to recall in their minds.

Also a student's ability to self-assess and set goals improves not only with age but also with practice; long-term portfolios will allow for the change to be evident.

**Flexibility to Show Connections.** The software tools used for the development of a digital portfolio must in itself be easy enough to manipulate for young students, but sophisticated enough for connections to be made with other learning. It must provide opportunity to tab or categorize information, pull up blocks of information, make private posts or part of posts, and connect posts together. Ideally, students, teachers and parents will all have access to information and a general understanding of how to do each of these functions. If a variety of tools are used for the collection of student work, these tools will have to be compatible with each other. Further, these applications or programs must be accessible and make sense to teachers who are not using the same programs in case of student movement between classrooms or schools. Consideration should be given to web-based utilities as providing the best opportunity for this accessibility between schools, families and students.

**Provide an Audience for Evidence.** Digital portfolios allow for feedback not only from the teacher, but provide an opportunity for feedback from parents, family members, the community or even the general public. Imagine if you were trying to write a child's book and there was an opportunity created for the author himself to give the student feedback; how powerful and motivating a tool that could be for learning. A digital portfolio shared online provides that opportunity for a student to share their learning, and in time understand that learning has value and is important to everyone. Below is an example of comments by peers on a reading sample that helps to provide feedback to students from someone other than the teacher.

## 2 Comments

*Aaliyah*

March 13, 2014 at 11:15 AM

Good job Judy. You did good on sounding out the words. You should try not to stop in the middle of sentences.

[Reply](#)

*Calli*

March 13, 2014 at 11:26 AM

I loved your reading.

[Reply](#)

*Figure 5.* Peer Assessments on Student Reading Sample

### **Software and Applications Used**

As I have mentioned, a hurdle for many classroom teachers is the inaccessibility to technology in the classroom (Kankaanaranta & Kangassalo, 2003). By using a web-based tool such as Kidblog (Hardy, 2010) teachers are not required to have mobile devices in their classroom. Most classrooms contain at least one Personal Computer (PC) and have access to at least one iPad or mobile device. While training students to use the software applications will be required, this can be done quickly at the beginning of the year and it has been my experience that students will acquire these skills quickly. I have also chosen to use many free and publicly available programs for this project to make it reproducible in any classroom.

The choice of which programs and applications a teacher uses can be a difficult one. Individual teacher comfort, experience, and familiarity with devices or software programs and applications, as well as consideration of the age of students and their

abilities will contribute to the choices made by an educator. My experience with young children is that they are flexible and able to use most programs. They are fearless in their experimentation and often find features of the program that I was unaware of; they become the experts in most cases and are very willing to help peers with issues that arise. While the students are flexible and willing to attempt anything it has been my personal experience that sometimes we as teachers are not. To help make creating a digital portfolio easier to create I have a few “go to” programs that make creating a digital portfolio a less daunting a task. I primarily used 5 web-based programs which all have mobile device applications available for them.

The first and the most pressing issue with digital portfolios is the issue of where to store the information that is being collected. My district requires parental permission from each student in order to use online data storage programs (Appendix B and C). In my experience after discussion and reassurances parents are very willing to give permission for this storage to take place. In all the various applications I searched through the simplest and most straight-forward storage location has seemed to be the student blogs on Kidblog (Hardy, 2013). Until this year, Kidblog (Hardy, 2013) has been free for teacher use and now they have begun to charge for large amounts of data storage. The blog allows for private and public posts and comments, it is accessible from anywhere, it allows for text, image, video and audio storage of data along with tagging and categorizing which allows for the sorting and retrieval of data quickly. Through HTML code Kidblog (Hardy, 2013) allows for various kinds of data to be embedded on it for viewing and the commenting feature allows for self, peer, parent, and teacher feedback easily.

The mobile device application Explain Everything (EE) (MorrisCooke, 2014) is my favourite application to use to record student work within their portfolio. This application is similar to many other applications available for mobile devices and the one drawback is that it does require an iPad or Apple device. EE (MorrisCooke, 2014) allows students to draw, import any document, image or video, record movement and voice all within the application. It also allows for easy exporting and sharing of projects to other applications such as Kidblog (Hardy, 2013). EE (MorrisCooke, 2014) allows students the freedom to read document their reading and return to it later; they can listen for specific goals such as reading with expression or fluency. They can embed these reflections on their blogs and it can also be used as an exemplar for other students.

There are several other programs I have found useful when compiling student data. These have been outlined and annotated in the following paragraphs.

CAFE Conferencing Pensieve (Bouchev, 2013) is a digital storage application that allows you to record conferences with students in all subject areas. It was designed for use during conferencing with students about their language arts skills, but allows for anecdotal comments in other areas. It collates student data into charts and tabs for each subject. It also contains within the program reading goals for easy and effective conferencing and also allows student participation in the one-on-one conference.

Youtube (Google, 2014) is a public site that allows you to upload video from various sources. We use Youtube (Google, 2014) as a generator of embed codes in order to share our videos from EE (MorrisCooke, 2014) onto our blogs. Students or teachers can create a personal channel that allows for an archive of all of their videos in one central place which is easy to access. Youtube (Google, 2014) also allows for you to restrict aspects of your videos, such as allowing commenting, sharing on other blogs or

public access. Youtube (Google, 2014) also provides a SchoolTube (Google, 2014) channel which I haven't had to make use of but can be used if your school blocks Youtube (Google, 2014).

HaikuDeck (Kamaka, 2014) is a presentation tool similar to PowerPoint (Microsoft, 2010) which allows students to share information in a visual format. HaikuDeck ((Kamaka, 2014) is a web-based application which allows you to create presentations both on a PC or a mobile device. These "decks" can be used as summative assessments for learning or project based learning. It allows an easily shareable presentation of information and it is simple enough for small children to use.

Word (Microsoft, 2010)– For the written component of this reporting format a word processing program of some kind will need to be used. The format that I have use for the report card was created using editable forms to create a template. The written component requires interviewing, either in person or using EE (MorrisCooke, 2014) to have students respond to the prompts, "How are you doing with your learning?" and "What steps can you take to become a better learner in \_\_\_\_\_?." If the responses have been recorded onto EE (MorrisCooke, 2014) they may also be posted to the students' blogs.

In order to illustrate the few programs that I have used to create digital portfolios, I have created a chart (Figure 6) which contains the applications I propose to use and further information about them.

<b>Application</b>	<b>Grade Level</b>	<b>Features</b>	<b>Cost</b>	<b>Flexibility</b>	<b>Supports Digital Portfolio</b>
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Kidblog (Hardy, 2013)	K-8	Ability to publish text, images, video (via HTML code) Ability to make posts & comments private or public allows for confidentiality for students and teacher.	Free until 200 student or 100MB then \$25.00 per year	Can be use on iPad/iPod/mobile devices/desktop and laptop PC's. Accepts HTML code.	This is the central storage location of the student' portfolio.
Explain Everything (EE) (MorrisCooke, 2014)	Gr 1-12	Slides that can include drawing, images, video or audio recording, Uploads through easy clicks to Dropbox, Evernote, Youtube, and Drive for external storage.	\$2.99	Can be uploaded to Youtube easily to get HTML code for embedding online. Can only be run on iPad.	This application can be used to complete assignments online that can be imported into the program. -record voice then make written comments
CAFE Conferencing Pensieve (Bouchey, 2013)	K-4	This is for teacher collection of data in all subject areas	\$39.00 per year	Allows for anecdotal comments to be stored on all subjects Allows for scheduling and organizing conference opportunities for students	Used to collect and store day to day assessments and evaluations Confidential but can be shared with other individuals using working with the same students

Youtube (Google, 2014)	K-12	Allows students to share out videos created in other applications.	Free	Can upload video from various sources and provides sharing out methods.	Allows for voice, and animation to be components of the assessment process
HaikuDeck (Kamaka, 2014)	Gr 1-12		Free – costs inside the app for various themes	Used on PC, mobile device or laptop. Web based so it can be used in all operating systems	Sharing summative learning
Word (Microsoft, 2010)– Or another Word Processing Program	Gr 2-12	This is primarily used for creating required written reports	Cost of Office – Mostly for teacher use	Used for creation and writing of written report cards	

*Figure 6. A Quick Start Guide to Programs to Use for Digital Portfolios*

### **Gradual Release in Reporting**

Attaching teacher performance to student performance seems to be the flavour of the day (Race to the Top, 2009), but I feel that having student voice tied to student achievement brings learning back to a shared responsibility between the teacher, the parent and the student. Student voice (Davies, 2007; Zimmerman, 2004) is a critical element of effective reporting, as outlined in the previous proposed framework. If formative assessment (assessment for learning) is paramount in teaching (Hattie, 2005; Davies, 2007; Wiliam, 2007; Clark 2012) then I believe my proposed reporting format will create student self-assessment that allows for the gradual release of students to become self-regulated, internally motivated learners.

In order to be successful at creating this portfolio the students in my class need to become familiar with the concept of self-assessment. They require an understanding of the language that they will use for self-assessment purposes. The vocabulary we use in the classroom is derived through a discussion of shared goals and outcomes and is agreed upon by the class. Students and their parents need to understand that this is an important process that children are moving through; it would not look good on the first go around, it may not be polished and perfect and it may take the entire year or even many years to learn. The process of being able to identify what makes you an effective learner is something students learn through trial and error. It is through practice that students will become more attuned to finer details about their learning processes and, ultimately, make changes to their behaviour to make improvements to their achievement. As we work through this process of learning to self-assess my hope is that educators are helping to create self-aware, self-regulated learners, which I believe, is the final goal of an education system.

### **Stumbling Blocks Along the Way**

It has been my experience, validated through conversations with my colleagues, that the transition to a more reflective reporting method is a desire of most teachers (J. Brown, personal communications, 2013), but moving from the status quo is difficult as the tools and support to help provide this change are lacking. Many teachers I have spoken to feel that current reporting practices do not address their needs, but teaching is a demanding job and those tasks that are not seen as immediate priorities tend not to be addressed.

It is hard to make change in any area of comfort. Support for bumps and bruises along the way is necessary for innovation to occur and I believe teachers need to connect

and reflect collectively with colleagues who are doing similar work. This connection has been made simpler by the use of technology and social networking. With exposure and conversation, change becomes more manageable to achieve. These platforms have provided me the opportunity to be in contact with colleagues who are collectively moving toward a different type of reporting. They have provided feedback and support throughout this process for which I am very thankful. Connections with teachers with similar beliefs and making similar changes can validate results and support positive change.

### **Conclusion**

During my 20 year teaching career in British Columbia, there has been a transition from less traditional, anecdotal reporting to a standards-based or evidence based “graded” report card. In the primary years we use a form of grading based upon a four point rubric ranging from “not yet meeting” to “exceeding expectations.” This reporting rubric assigns a number (one to four) in place of a letter and is not very instructive or insightful for parents. As British Columbia moves forward with current curriculum change, The British Columbia Education Plan (MOE, 2011), the system will follow suit with changes to the reporting process. Research by Hattie (2005), Wiliam (2008) and Clark (2012) give us guidance to make these reporting changes. As identified by these authors including more formative assessment practices in teaching and reporting will improve student learning. My proposed Reporting Framework addresses key issues included in the principles of formative assessment; clear learning intentions, student and parent voice, teacher evaluation and sharing evidence of learning. The proposed reporting format that I present makes improvement in the learning of students. The written report card, while still issued at specific times of the year, allows for student

participation in the process of assessment and evaluation. This proposed written report card transforms the report card from a “snap-shot in time” to a learning process that involves reflection and planning for future learning by the teacher and student.

The concept of digital portfolios as presented in this chapter is a process portfolio that has the opportunity to show student growth through sharing student work. The electronic component is detailed within this chapter using four main principals as a foundation for its development. I have outlined the usefulness of 6 applications and included parental permission forms in Appendices B and C that can be used in creating a digital student portfolio.

### **Reflections on the Journey**

So let’s rethink the story that started this inquiry for me. The struggling, insecure student who believed that he was improving in his reading would hopefully have a different reaction to his report card in this new proposed reporting format. Hopefully this student will be more aware and able to access his portfolio to show evidence of his progress. It will not be a surprise to him that he didn’t meet the standard as compared to other children but he knew that the hard work that he is doing is improving his reading and he can point to the evidence. He will know that he is progressing and what he needs to do to become better; he will be encouraged by the changes he saw instead of being defeated by what he wasn’t. Ideally he will be able to share his story of learning with his family and community through his voice and take pride in the journey that he has taken.

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## Appendix A

**Primary Progress Report**

Eagle View Elementary School

9050 Seaview Drive,

Port Hardy, B.C., V0N2P0

☎ 250 949 6418

Principal: Malcolm Fleeton

**2012-2013****Primary Progress Report****Grade: Two/Three****Division:****Teacher(s): Sarah Soltau-Heller**

This report describes the student's learning progress based on provincial learning progress and is intended to inform parents about learning success and to guide improvement efforts when needed.

Parents may access their child's digital portfolio at anytime during the school year by following the private access link that was sent home early in the year. This portfolio will contain sample of student's work and many further self-evaluations. Self-assessments is a vital part of how students learn to become more capable and confident learners.

We know students learn best when

- **activities involve exploration and inquiry, with hands-on activities that engage all their senses**
- **activities are developmentally and culturally appropriate**
- **assessment and evaluation are used to support student learning**
- **teachers, families, school and community members are partners in a child's education**

**Primary Students and Their Development:**

Primary students are encouraged to feel confident that they can and will learn. Teachers and parents will never know all that a child knows, thinks and can do. At best, the report card is a snapshot of a child's growth and development in relation to the five goals of the Primary Program:

- Aesthetic and Artist Development
- Physical Development
- Emotional and Social Development
- Intellectual Development
- Development of Social Responsibility

As young children grow, development of understanding and skills are very individual and do not happen in a lockstep sequential manner. Growth and development may advance quickly at times and may appear to be slow, or even regress, at other times.

The levels of achievement shown in the report card are based on the Provincial of British Columbia Report Order, Ministerial Order 191/94 as amended by Ministerial Order M152/05

**EXCEEDING EXPECTATIONS**

- work exceed grade-level expectations
- demonstrate superior performance and in-depth understanding of learning outcomes

**MEETING EXPECTATIONS**

- work meets grade-level expectations
- evidence that is relevant learning outcomes have been met
- demonstrates proficient academic performance

**APPROACHING EXPECTATION**

- work may inconsistent, but meets grade-level expectations at minimal level
- evidence of progress toward relevant learning outcomes
- needs support in some areas

**NOT YET MEETING EXPECTATIONS**

- work does not meet grade-level expectations
- may be evidence of progress toward relevant learning outcomes
- requires ongoing support



Primary Progress Report  
 Eagle View Elementary School  
 9050 Seaview Drive,  
 Port Hardy, B.C., V0N2P0  
 ☎ 250 949 6418  
 Principal: Malcolm Fleeton

**2012-2013 Primary Progress Report**

First Term  Second Term  Final Report

<b>Student Name:</b>	<b>Grade:</b> Two
<b>Teacher:</b> Sarah Soltau-Heller	

Student Profile
Teacher Comments
Student Comments

**Literacy:**

This reporting section includes reading, writing and oral language skills.

In relation to other children of a similar age range            is meeting the widely held expectations for reading.

In relation to other children of a similar age range            is meeting the widely held expectations for writing.

What your child can do	What are the next steps for learning
Teacher Comments	Teacher Comments
Student Comments	Student Comments

**Numeracy:**

In relation to other children of a similar age range            is meeting the widely held expectations for numeracy

What your child can do	What are the next steps for learning
Teacher Comments	Teacher Comments
Student Comments	Student Comments

**Themes (Social Studies/Science)**

What your child can do	What are the next steps for learning
Teacher Comments	Teacher Comments

Student Comments	Student Comments
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**Physical Education:**

**Emerging:** with direct support      **Applying:** with minimal support      **Extending:** independently  
 meets the expectations for Daily Physical Activity.

	Emerging	Applying	Extending
Participates actively and follows directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows safely rules and demonstrates good sportsmanship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Comments			

**Aesthetic and Artistic Development (including music, visual arts and drama)**

	Emerging	Applying	Extending
Demonstrates growth and effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Comments			

Attendance Information

\_\_\_\_\_  
**Principal's Signature**

\_\_\_\_\_  
**Teacher's Signature**

**Appendix B**

Eagle View Elementary School  
Letter of Authorization for Kidblog  
Online Digital Portfolio

In our class students will be creating online digital portfolios that are meant to be a transparent and effective form of reporting student progress to parents. It is my hope to use Kidblog.org as a storage space for each student's portfolio.

We use online many applications to support writing, collaboration, presenting, and responding to other's work. Online private and public websites will be used to allow students to upload, create, edit, and link content as part of classroom assignments. Our guidelines are that students will use their first name and last initial when determining their usernames.

I, \_\_\_\_\_, authorize Eagle View Elementary School to include data regarding my son/daughter, \_\_\_\_\_, on Kidblog.org for use as a digital portfolio.

By signing this letter, I acknowledge that,

- Kidblog.org utilizes a database located in and governed by the federal laws of the United States of America
- Information on this site will be used solely by the teacher, my son/daughter and myself for the purposes of (a) recording and (b) communicating my son/daughter's progress in school.
- The classroom teacher controls the information entered into the database and personal information regarding myself and my child will be kept to a minimum (first name, email address, classroom teacher's name and personal reflections on self evaluations)

I certify that I have read and fully understand this Letter of Authorization.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## Appendix C

September 5, 2013

Dear Families,

Welcome back to school. We have exciting plans and our year will be full of learning. In our classroom we use technology as a tool to develop our literacy, math, collaboration and global awareness skills. Technology is used in my classroom as a tool to become more effective communicators. In 2011 we were members of a group that was the recipient of a grant from the Ministry of Education to enhance parent participation in our rural classroom. This grant has allowed us to buy 3 iPad2s, 3 iPods and 2 Livescribe Pens to use in our classroom to help students create digital portfolios of their progress this year. We were also lucky enough to have our PAC purchase 15 iPad2s for shared use in the primary classrooms.

*“Technology helps to create an open and transparent classroom where all community members can be a part of our learning. Within our PLN, each educator is developing a unique curriculum based project that has a family engagement component. Our family engagement goal is that families move from being project observers to project participants.”*

In our class each student will create blogs, podcasts, videos, wikis, and use other social media to share with the class, the school, the school community and the world. The last several years we have used the class blog as a way to keep parents informed of classroom activities and to make connections with other classrooms throughout Canada and the world.

Our classroom has a whole class blog (<http://sarahjane.edublogs.org/>) that we use to highlight classroom activities, as a teaching tool, access the Internet and communicate with the world. Each student will create a personal blog to use as a digital portfolio of their progress this year. The blog will contain evidence of student learning for the 2013/2014 school year. You and your family will have access to this blog and can regularly check and comment if you would like. In previous years I have found that when students have the understanding that they are writing for a wider global audience they can be more motivated to create and write. This year I am also asking that if you have an email address you would share it with me so that you can be automatically notified when we update our class blog and so that I can have another convenient way to contact you.

Our Blogging Guidelines can be found on our website on the “Student Blogging” page and are as follows;

- Student will only be identified by their first name
- Posts written by students will be checked by Mrs. Soltau-Heller before they are published on the blog.

- All comments submitted have to be approved by Mrs. Soltau-Heller before they are included on the blog.
- All students must have parental permission to have their photo and work posted on the blog.
- Parents who leave comments are asked to use their first name only so as not to identify their child.
- All students must abide by the blogging rules that we have established as a class.

We will also learn about many Web 2.0 tools. We also use these online tools to develop our academic skills, as well as a way to collaborate globally with other students. All of these sites are teacher moderated, where students can collaborate online with teacher supervision. Students will only be identified by their first names. Everything they create will be supervised and monitored by me. All comments will go through me for moderation before the students will see them. We will also spend time learning about internet safety and how to be responsible digital citizens.

This year I will be having a parent evening meeting to further discuss the tools that we will be using in our classroom. This will be an excellent opportunity to learn, ask questions, and tryout some of the activities your child will be using to develop their communication skills. I will send home a notification of this meeting in your child's O.W.L. book and it will also be posted on the blog. I hope to see you there, if in the meantime you have ANY questions or concerns about these activities please contact me at school (250 949 6418) or by email ([sheller@sd85.bc.ca](mailto:sheller@sd85.bc.ca)). Please return the bottom portion of this note

Take care,

Sarah Soltau-Heller



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- I give permission to you to include my child \_\_\_\_\_'s image online as he or she participates in a class activities conducted at Eagle View Elementary School by Sarah Soltau-Heller and/or to reproduce materials that my child may produce as part of classroom activities (for example, pictures of artwork). No last names will appear on any materials submitted by my child or the teacher.

If you have any questions about this permission form please fill in the lower section

Please contact me at the following number to chat about my concerns

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my concerns are

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If you would like to share your email address with me as another form of communication

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parent email address

- I give permission for you to use my email address to subscribe our family to the class blog
- My email address is a good way to communicate with me:

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Family Email

---

Parent's Signature, Date