

# New reporting system and how it affects you

## FAQs for Educators – November 16, 2016

*Below is a list of frequently asked questions (FAQs) the district has received through conversations/emails/etc. from educators*

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Q Where can I find more information about the reporting changes?

- [Ministry of Education](#)
- [NLPS information](#)
- [NLPS Reporting Guidelines](#)

Educator Updates from the Ministry

[Reporting](#)

[Curriculum](#)

Q Do teachers have to report on all areas of learning?

Areas of learning are the subjects that make up the provincially mandated curriculum. Yes, all areas of learning need to be reported on, as outlined in the [NLPS Reporting Guidelines](#) and the [MOE Student Reporting Policy](#).

Q Will grades be required at all?

With the new student reporting, letter grades will not be used for Kindergarten to Grade 9 students. Letter grades will still be used for all Grade 10–12 students.

Q What do we mean by ongoing communication of student learning?

In NLPS we are striving to grow communication between home and school.

Ongoing Communication of student learning:

- Is a communication from a teacher to a parent/caregiver about a child's learning
- Adheres to the four NLPS criteria for communicating student learning ([see NLPS Reporting Guidelines](#))
- Meets the minimum requirements for each curricular area ([see NLPS Reporting Guidelines](#))
- Is responsive throughout the year, at any stage of the learning process

Q Will the district tell us what to use for our portfolios?

As the Interim Reporting Order will be in effect for at least 2 years, in NLPS we are viewing this time as a time of exploration. The hope is that teachers will explore and investigate different portfolio options and through this exploration, teachers can give recommendations as to what worked, what didn't and what's next. After this exploration and recommendation phase, the district will be better able to recommend and support a path forward.

At this time, in this year of exploration, teachers are also using paper portfolios.

**Q** How do I report on Applied Design, Skills and Technologies (ADST) and Career Education?

In Grades K–9, progress in ADST and Career Education is required to be reported on using a performance scale and written comments, if necessary, on both the Written Progress Report (January) and Written Summative Report (June). This will be further determined by the structure of the course (linear or semester) and the approved reporting structure that has been established specific to each school context. In schools with a semester structure, these areas of learning should appear in at least the end of semester report.

More information about these courses is [available here](#).

**Q** Now that Daily Physical Activity (DPA) is incorporated into the Physical and Health Education (PHE) curriculum, do I still need to report on DPA separately?

No. DPA has been incorporated into the PHE curriculum and will be a part of the reporting of PHE in Grades K–9. There are no changes for Grades 10–12 at this time, and existing requirements are still in place.

**Q** How do teachers report on Physical and Health Education and Arts Education?

In Grades K-9, progress in PHE and AE will be reported on using a performance scale and written comments, if necessary, in both the Written Progress Report (January) and Written Summative Report (June). This will be further determined by the structure of the course (linear or semester) and the approved reporting structure that has been established specific to each school context. In schools with a semester structure, these areas of learning should appear in at least the end of semester report.

**Q** Do teachers need to report on each of the four strands in Arts Education?

Not necessarily. The K–9 Arts Education curriculum gives teachers the option of taking an integrated instructional approach or a more discipline-specific approach, for example, in Grades 8 and 9. Teachers may address the learning standards in a variety of ways. It is expected that reporting will match the delivery approach.

At the K- 7 level, Arts Education curriculum will be reported on in an integrated manner that is reflected on the performance scale on the written report.

**Q** What is expected for reporting on Core Competencies?

Core Competencies are embedded in the Curricular Competencies and reflected in all areas of learning. Students will demonstrate their development of the Core Competencies in the “doing” or Curricular Competencies of the curriculum. There is no expectation for teachers to report on Core Competencies in addition to reporting on each area of learning. Core Competencies are not taught in isolation and are therefore not reported on separately. Teachers are in fact assessing Core Competencies as they report on student learning in each area of learning.

All students in Grades K–9 are required to complete a self-assessment of Core Competencies (Communication, Thinking, and Personal and Social) at the end of the school year. Teachers will provide assistance as required. It is important that students be able to identify their strengths and areas for improvement through self-reflection and self-assessment. In taking ownership of their learning, students should be able to describe how they are developing their Core Competencies, with the help of

their teacher where necessary. The Ministry has not prescribed a specific format that must be used. Over time, NLPS will develop formats and processes to support the self-assessment process so that it is meaningful and builds student ownership. Ministry profiles of the [Core Competencies](#) are a resource that can assist in the self- assessment process.

**Q** Are there any changes for students with special needs?

**The Ministerial Order for students with special needs has not changed. The NLPS Reporting Guidelines will have support information necessary for the new written reports.**

**Q** Are there any changes for English Language Learners (ELL)?

**The Ministerial Order for ELL has not changed. The NLPS Reporting Guidelines will have support information necessary for the new written reports.**

**Q** Do we continue to use the Permanent Student Record (PSR)?

**The PSR procedures are under discussion by the Ministry. In the meantime, student progress information in all areas of learning should be maintained in the student's PSR.**

**Q** How long will this MOE Interim Reporting policy be in place?

**This policy was developed as an interim measure to provide districts with guidelines and flexibility as they implement the new K–9 curriculum. It will be in place for at least two years to provide adequate time for meaningful engagement with parents and educators. A final policy addressing K–12 will be developed by the Ministry. NLPS will finalize our policy as a result.**