

Rationale

Traditional report cards provided a limited glimpse into a student's learning at a few set points throughout the school year. **Real Time Reporting (RTR)** empowers parents to become active participants in their child's education by offering a more comprehensive and up-to-date picture of their child's progress throughout the learning journey. RTR allows for:

- **Stronger Partnerships:** RTR allows parents to see their child's progress regularly, fostering collaboration with teachers to address challenges and celebrate achievements together.
- **Empowered Parents & Engaged Students:** By seeing real-time progress, parents feel empowered to support learning at home, while students benefit from knowing their parents are invested in their success.
- **Clearer Communication:** RTR eliminates the need for interpreting traditional report cards, promoting more frequent and direct communication between teachers and parents.
- **Focus on Growth:** RTR showcases a student's progress over time, providing a more comprehensive picture of their learning journey and areas for future development.

BRSD is committed to fostering a collaborative learning environment. Real-time reporting is a key initiative that strengthens communication, empowers parents, and ultimately benefits student success.

Expectations



Real Time: The power of RTR is in the regular ongoing updating of the gradebook. Gradebooks need to be updated regularly, ideally weekly, but **bi-weekly (every 2 weeks) at a minimum**. The power of RTR is in providing parents/guardians and students with an up to date picture of achievement.



Assessment Entry: Parent/Guardian and Student friendly title (Divisibility Rules Game, Fur Trade Simulation, Confederation Presentation, Wetlands Project) to the activity, rather than vague or cryptic (WS 8, p. 31, quiz 5, BLM 22). Entries should also include the following:

- Date
- Standards/Learning Outcomes
- Description
 - The assessment descriptions will describe the activity or task. The description may also contain an external link to a rubric or to more information on the assessment.



Feedback: Student feedback should be specific (provide learners with information on what exactly they did well, and what may still need improvement), timely (sooner the better), and most often oriented around a specific achievement that students are (or should be) working toward. This is best accomplished by having conversations with students and/or providing comments with the assessment.

Comments in the PowerSchool Gradebook are to be written **primarily for the parent/guardian**. Comments should be specific to the assessment and provide insight for the parent in describing how the student has done. Noteworthy changes to past performances should be included (celebrations, concerns, missing/incomplete work, improvement). Teachers are not expected to comment on all assessments for all students all the time, however, teachers should make a point to provide several comments for each student over the course of the semester or year.

Communication

Strong communication between parents and teachers is crucial for student success. RTR allows parents to stay informed about their child's progress, areas for improvement, and learning goals. This empowers parents to support their child's learning at home and fosters a positive learning environment overall. However, the gradebook **should not** be the primary means to communicate issues or concerns with students and/or parents/guardians, this is best facilitated through direct communication.







Missing or Incomplete Student Work

When the student has missing or incomplete work, the teacher will:

- meet with the student to discuss a plan to complete the work **or an alternate assessment at a time requested by the teacher**
- provide reasonable support for the work to be completed and submitted. This might include extra time, or teacher assistance
- provide reasonable task adaptation/modification if needed
- address concerns regarding work completion/submission by communicating with parents/guardians through notes in the student agendas, phone calls and/or emails.

If the assessment remains incomplete after a reasonable amount of time, agreed upon by the teacher and the student, the teacher will award a grade based on their professional knowledge of the level of the student's work on the curricular objective(s) being assessed. The aim of this process is to ensure that students have the opportunity to present evidence of their learning in a timely manner.

Gradebook Entry

	Incomplete work will be assessed with the mark/level of achievement entered along with the "Incomplete" flag. Once completed, a reassessed mark/level can be entered and an incomplete flag removed and replaced with a "Late" flag. Comments must be entered indicating what is missing and opportunity/requirement to complete.
	Missing Work will be entered as a '0' (gr. 7-12)/ "Not Meeting" (K-6) along with the "Missing" flag. Once completed, a reassessed mark/level will be entered and a "Missing" flag removed and replaced with a "Late" flag. Comments must be entered indicating what is missing and opportunity/requirement to complete. The zero/"not meeting" acts only as a placeholder and should not remain in calculating the students final mark/level of achievement.
	Excused/Exempt Work will be left blank along with the "Exempt" flag. This will not count towards the calculation of the student grade/level of achievement.
	Late Work - Although marks should not be deducted from work that is submitted late, teachers should indicate when student work is submitted after the due date by using the "Late" flag. This provides information for students, parents and teachers about learning behaviors over time.
	optional - Collected Flag - teachers may use the "Collected" flag to indicate that the assessment has been completed/submitted. This may also lead to it being assessed and a mark /level of achievement entered.
	optional - Absent Flag - teachers may use the "Absent" flag to indicate if a student was absent when the assessment took place or possibly when it was collected.