

Reporting Guide

2022–2026

REPORTING GUIDE

Definition of reporting

Reporting is the process used to communicate the evaluation of evidence gained from assessing student learning. The purpose of reporting is to provide relevant information about a student's progress to students, parents, support staff and other teachers, including those in a new school if the child is moving.

Reporting refers to the formal and systematic communication of student performance and progress between educators and various stakeholders, which primarily include parents, but also students themselves, school administrators, and the broader educational community.

In reflecting on the meaning of reporting in education, schools must understand that it's more than just a bureaucratic requirement or a conventional practice. At its core, effective reporting is about nurturing a supportive learning environment and building a stronger home-school connection.

Reporting can promote transparency, enabling all stakeholders to understand a student's strengths, areas for improvement, and overall educational journey. This, in turn, helps parents and students to make informed decisions and engage more proactively in the learning process. Furthermore, reporting provides valuable insights for educators and school administrators to evaluate and improve teaching methods, curriculum design, and support services.

The aim of reporting is to provide a clear, comprehensive, and accurate picture of a student's learning outcomes, personal learning, attitude to learning, participation, effort, and overall development in the context of their education.

For reporting to be effective and contribute to improving learning, consider the following:

Reporting practices or procedures Recognising individual student needs with an emphasis on progress in the context of assessment processes.	Examples of reporting formal and informal Reporting can utilise a variety of age-appropriate tools to communicate the outcome of assessing student learning such as the following:
Reporting should be ongoing throughout the academic year.	Exit Points*, digital portfolios and dashboards learner reflection. *These are a means to report on learning as parents can see progress/outcomes, schools may also choose to comment on the Exit Point in narrative reports e.g. achievement, participation, creativity etc.
Reporting should be constructive, providing areas of growth and improvement.	Three-way conferences (learner-parent-teacher) Target setting.
Reporting should be comprehensive, communicating more than just grades, percentages or oversimplified comments.	A narrative report which may include – grades, rubrics for Key Skills, knowledge retained at the end of the unit* and Parent-teacher meetings (which may or may not include the learner). *It should be noted that knowledge retained at the end of the unit may not still be retained by the time the report is shared with parents.
Reporting should include student voice/commentary.	Student-led conferences Personal statement and reflections on learning Student self-perception Target setting
Personal Learning Goals* *while Personal Learning Goals are not assessed they can be recognized/celebrated when demonstrated by the learners.	Included in the teacher's whole-child summary on the report. Badges/sticker collections for awards schemes.
International mindedness and global competence	Action celebration through display/blogs/news

More on types of reporting

Rubric-Based reporting: Rubrics provide detailed criteria for assessment indicating the performance level a student has achieved against specific Key Skill learning outcomes. While the levels of Beginning, Developing and Mastering can be used in reporting it must be made clear to the whole community that Mastering is the end of age-level expectation. Innovating should therefore not be included in rubric-based reporting but can be commented on in any accompanying narrative. Alternatively, evidence of Innovating can be used to report a student as performing at 'beyond age/grade level expectations.'

Narrative Reports: Instead of or in addition to grades; narrative reports provide a description of a student's progress, strengths, areas for improvement, and suggested strategies (feedback). This can be particularly helpful in giving a well-rounded view of a student's skills and understanding. Written reports can act as a record of the learning-focused dialogue between the 3 stakeholders.

Portfolios: Allow students to showcase a body of work over time, demonstrating progress which can include skills development, knowledge acquisition and deepening or broadening understanding. They can include assignments, projects, tests/quizzes, reflections, and self-assessments, offering a multi-faceted perspective on a student's learning and progression. Digital portfolios allow for the inclusion of multimedia which can be particularly useful for younger learners or those with limited communication skills.

Conferences:

- Student-led conferences allow students to present their learning and growth to parents and teachers. These can be reported on to capture the highlights of the student's presentation, reflections, and future goals.
- Three-way conferences are useful for all stakeholders to know about targets and strategies for achieving these.
- Parent-teacher conferences are not the most effective for target setting or feedback to move learning forward as the learner is not present.

Digital or Physical Badges: Digital badges can be used to represent achievement in specific competencies. They can illustrate a student's unique skill set in a way that's easy to understand and share. Depending on the school context, these badges can also be presented physically as an alternative.

It's important to remember that a combination of these approaches can offer a more comprehensive picture of a student's learning. This helps in recognizing that students have different ways of learning and expressing their understanding and makes reporting more equitable and meaningful. It's also crucial that reporting is accompanied by constructive feedback, which guides students on their next steps for learning.

Differences in assessment, reporting and feedback

Before engaging with the reporting guidance, we recommend you remind yourself of the differences in assessment, reporting and feedback. In the context of education, while related, these serve distinct functions and play unique roles in the teaching and learning process.

- **Assessment** is the systematic process of documenting and using empirical data to measure knowledge, skills, attitudes, and beliefs. It's a tool educators use to understand the level of learning that has occurred in a student. Assessments can be **formative** (ongoing and used to inform teaching and learning) or **summative** (occurring at the end of a unit or course to evaluate learning against benchmarks or standards). Different forms of assessments include quizzes, exams, essays, projects, presentations, and participation in class activities. Through these, teachers can monitor student progress, identify areas of strength and weakness, and modify their teaching strategies as needed.
- **Self-Assessment and Reflection:** Encouraging students to assess their own work promotes metacognition, helping them to better understand their learning process. It can be a part of the report, giving insight into a student's self-perception and understanding.
- **Reporting** is the communication of the information gained from the assessments. It usually involves translating the gathered assessment data into a format that can be easily understood by students, parents, and other educational stakeholders.
- **Feedback** is a crucial part of the learning process, typically following observation of learning or assessment. It is based on evidence and intended to guide future learning. Unlike reporting, feedback is generally more informal and ongoing; is not just about giving information but should generate active dialogue about learning. Feedback needs to be relevant, specific and understood by the learner. Highlighting strengths as well as identifying areas for improvement, and offering strategies to support these will create a positive environment where learners are receptive to feedback. Feedback is a critical component in motivating learners, influencing their self-perceptions of competence, and promoting self-regulation and autonomy. (Learning Advice can be used to generate feedback.)

In essence, assessment is about gathering information about a student's learning, feedback is about using that information to foster improvement and learning growth, and reporting is about summarizing this information and communicating it to all stakeholders. All three processes are critical to improving learning and are most effective when they are aligned and coordinated. Effective, reliable assessment results in meaningful feedback and valid, authentic reporting. In turn, this can ensure all stakeholders are informed and can contribute to the educational journey of the student.

Exit Points, Reports, and Assessment

The International Curriculum Association is known for its holistic and student-centric approach to education, ensuring that learners not only gain knowledge but also develop a genuine understanding and appreciation of the learning process. One essential aspect of the Process to Facilitate Learning is the 'Exit Point.' This is a significant component, which is designed to synthesise knowledge and conclude the unit,

allowing learners to creatively showcase their understanding and the skills they have been developing throughout the unit.

An Exit Point offers students the platform to express, exhibit, and reflect on their learning journey. Unlike traditional assessments, which may lean heavily on tests or written examinations, Exit Points can be presentations, projects, performances, or any other form of demonstration suitable for the theme or Big Idea of the unit. They are dynamic and interactive, often requiring students to engage with their peers, teachers, and sometimes even the local community. This makes the learning more relevant, contextual, and deeply engaging for the students.

Exit Points are a means to report on learning as parents can see progress/outcomes, schools may also choose to comment on the Exit Point in narrative reports e.g. achievement, participation, creativity etc.

Grading and feedback on Exit Points

The International Curriculum Association (ICA) is a strong advocate for progressive pedagogical practices. Recognizing the multifaceted nature of Exit Points, the ICA recommends that these should not be graded in the traditional sense. Research indicates that feedback can be more beneficial and effective for improving learning than a grade, as it provides clear pointers on strengths, areas for improvement, and suggestions for future growth (Butler 1987).

Here's why:

- **Promotion of Individual Learning:** Grading, by its very nature, tends to be reductionist while the Exit Point is broad and all-encompassing. It can reduce a student's rich learning experience into a mere number or a letter. Grading implies a correct answer whereas the Exit Point encourages innovation, creativity and an individual response to learning.
- **Focus on Process over Product:** Grading tends to focus more on the product rather than the process. Learning is as much about the journey as it is about the destination. By not grading Exit Points, the emphasis remains on the process of learning, understanding, and skill acquisition rather than just the final presentation (or product).
- **Reduced Anxiety:** Grading tends to increase anxiety among learners. When students are not burdened by the weight of grades, they tend to approach tasks with more enthusiasm and genuine interest. Without the pressure of grading, students are free to explore, make mistakes, be creative, and learn from them, thus ensuring a more authentic learning experience.
- **Holistic Learning:** Grading tends to be narrow in its focus whereas the Exit Point encompasses Knowledge, Skills and Understanding which are learned, taught and assessed differently and which indicates that they would also be graded differently. The Exit Point also requires the learners to demonstrate the Personal Learning Goals which the ICA discourages the assessment and grading of.
- **Collaboration:** Grading tends to be more reliable when based on individual evidence of learning. The Exit Point provides opportunities for pair and group presentations among learners.
- **Communication:** When appropriate, the Exit Point may be presented in the language of instruction and the child's home language of which the teacher may have no knowledge.

Feedback and Exit Points

The absence of grades does not imply the absence of assessment. In fact, Exit Points are rich grounds for feedback. However, this feedback needs to be timely and relevant; it can also support metacognitive thinking where learners can generate their own feedback through planning, monitoring, and evaluating.

Feedback opportunities and examples:

Before the Exit Point: While planning for an Exit Point, learners can seek feedback from teachers and peers. Explaining their plan to someone and seeking feedback on specific areas such as clarity of messaging, the proposed method of presentation and the feasibility of the timeline for preparation can help students reconsider, develop ideas further or feel confident in their Exit Point.

Opportunities to practice their presentation or share their product with peers can provide a final opportunity for learners to make changes based on feedback.

During the Exit Point: Parent, peer and community visitors can offer feedback on the Exit Point through strategies such as exit cards or graffiti walls with question prompts. Such as, what did you learn today? or what did you enjoy most? While this feedback may not be explicitly directed at individuals it can help learners with what to include in future Exit Points. For example, if many visitors comment that taking part in a quiz was enjoyable, this is feedback to consider for future Exit Points.

After the Exit Point: Schools may choose to report on the Exit Point including teacher comments, learner reflection and self-assessment. Students may contribute to reports describing what they felt went well, what challenges they faced, and how they might approach things differently next time which constitutes self-generated feedback.

Teacher feedback can be verbal, written or communicated through sharing exemplars, however, it must be understood by the learner. One strategy that can work for reporting is a feedback sandwich. This begins with identifying positives as aspects, followed by suggestions for improvement and finishing with a further positive comment. To be meaningful, the feedback needs to be applicable to future Exit Points rather than content from the completed unit.

While the concluding stage of a unit, Exit Points are still catalysts for constructive feedback from a range of sources. They foster a culture of continuous learning, growth, and improvement, ensuring students not only learn but thrive in a supportive, progressive educational environment.