

About This Guide

- Guidelines for the Digital Portfolio application are aligned with the new Reporting Order.
- Digital Portfolios are optional for teachers.
- Requirements for reporting while using the digital portfolio are outlined in this guide.

K-12 Reporting Policy Framework

- This guide informs reporting requirements when digital portfolios meet the “Portfolio Guidelines - Requirements” criteria.
- Student self-assessment and goal-setting of core competencies must be included in all three terms. This can be completed within the digital portfolio. Teachers may also upload artifacts in CSL on the Learning Update page.
- Each of the Learning Updates and Summary of Learning require a summary proficiency indicator to align with the Reporting Order.
- There are three different scenarios for reporting: no portfolio use, portfolio use for specific subject areas, and portfolio use for all subject areas. Reporting for each scenario is outlined in this guide.

Future Considerations

In 2023-24 feedback on the reporting tools used in Greater Victoria School District will be sought out. Changes should be expected to be made to the application and these guidelines next school year to align with the Reporting Order and feedback received, including, but not limited to:

- Changes based on staff feedback that align with the new Reporting Order.
- Enhancements to Learning Updates and digital portfolio workflows to improve communication of student learning and reporting efficiency.

Portfolio Guidelines – Three Scenarios for Digital Portfolios and Associated Reporting Requirements

Reporting Overview	To satisfy the current Reporting Order, all teachers must create a Learning Update for terms 1 & 2 and a Summary of Learning at the conclusion of the school year each term which each include a summative proficiency indicator for each subject.
Scenario 1 - No Portfolio Use	<ul style="list-style-type: none"> • Teacher must complete a full Learning Update for each term. It must include: <ol style="list-style-type: none"> 1. Assessment scale used, attendance statistics, information about student/school - all auto-populated for teachers. 2. A description of progress including areas of future growth, specific examples, and ways to support further development 3. Summative proficiency indicator for all subject areas. 4. A description of student progress for all subject areas in relation to the learning outcomes.
Scenario 2 - Portfolio Use for Specific Subject Areas	<ul style="list-style-type: none"> • Teacher must complete a hybrid Learning Update for each term. It must include: <ol style="list-style-type: none"> 1. #1-3 from Scenario #1. 2. A description of student progress for all subject areas in relation to the learning outcomes; For subjects where the digital portfolio was used in accordance with this guide, a checkbox is available during Learning Update construction which auto-populates the Learning Update with “please see digital portfolio for evidence of learning, teacher comments, and student self-reflection for this subject”
Scenario 3 - Portfolio Use for All Subject Areas	<ul style="list-style-type: none"> • Teacher must complete a “lite” Learning Update for each term. • Learning Update must include: <ol style="list-style-type: none"> 1. Items #1-3 from Scenario #1. 2. No comments necessary; For subjects where the digital portfolio was used in accordance with this guide, a checkbox is available during Learning Update construction which auto-populates the Learning Update with “please see digital portfolio for evidence of learning, teacher comments, and student self-reflection for this subject”

Portfolio Guidelines – Requirements for Activity/Post Frequency and Reporting Periods

Key Activities vs. Complementary Posts	<ul style="list-style-type: none"> • “Key” portfolio posts (“Activities”) should communicate evidence of student learning in relation to the learning standards, using the Provincial Proficiency Scale and Teacher Descriptive Feedback. • “Complementary” portfolio posts supplement Key activity posts for student assessment and learning. <p><i>Each subject area is listed with the required minimum of Total Posts (“Activities”) in brackets. For subject areas that require multiple posts (2 or more), one of the posts must be a “Key Post”. In subject areas that only require one post per term, the post must be a “Key Post”.</i></p>
Curricular Areas and Frequency	<ul style="list-style-type: none"> • Elementary K-3 Curricular Areas: English Language Arts OR French Language Arts (3), Math (3), Arts Education (1), Social Studies (2), Science (2), PHE (2), ADST (1) and Career Education (1) • Elementary 4-5 Curricular Areas: English Language Arts OR French Language Arts (3), Math (3), Arts Education (1), Social Studies (2), Science (2), PHE (2), ADST (1) and Career Education (1), and a Second Language (2). • Middle Curricular Areas: English Language Arts OR French Language Arts (3), Math (3), Arts Education (1), Social Studies (2), Science (2), ADST (1), Career Education (1) PHE (2), and a Second Language (2). • All terms (Elementary & Middle): Student Self-Assessment of Core Competencies (Thinking, Personal and Social, Communication).