

COMMUNICATING STUDENT LEARNING

Context

As the curriculum changes, so must the assessment and reporting of student progress. The goal of reporting and communicating student learning is to ensure that parents are well informed about their children's progress.

The provincial curriculum was designed with British Columbia teachers, focusing on the effective practices seen in BC and elsewhere. In the same spirit, districts throughout BC have explored a variety of student reporting practices and tools to improve communication with parents. This exploration has led to variations in practices and procedures among schools and districts in the reporting of student learning as they personalized practices to reflect their local communities. For example, in our district, some of our teachers are communicating with parents in an ongoing manner using portfolios while other teachers are reporting in ways more associated with formal reports and scheduled reporting times.

Vision

Communicating learning is done in a variety of ways and is from an appreciative point of view. It is an ongoing and collaborative process to provide a clear and accurate picture of each student's learning journey at that moment in time in relation to the learning standards/outcomes.

Guiding Principles of Communicating Student Learning (CSL)

- Communication centers on each student as an individual - not one size fits all.
- Communication is ongoing and fluid.
- Communication involves all partners in the learning process.
- Communication reflects where each student is, at a particular time in their learning journey.
- Communication is viewed through an appreciative lens and reflects individual growth.
- Communication is used to inform future learning activities and next steps.

Policy Statement

Boards of Education must provide parents of students with a minimum of five reports describing students' school progress. Communicating to students and parents should be timely and responsive throughout the school year using language that is straightforward and avoiding the use of educational terminology. (Ministerial order 191/94, the Student Progress Report Order).

For Grades K-9 in the 2016/17 school year, School District 71 has developed a Communicating Student Learning Policy. Teachers will communicate student learning through one of the following options:

Option 1 – Portfolios

Option 2 – MyEducation BC

Option 1 - Portfolios

Through a combination of formative and summative assessment practices, teachers will provide students and parents with ongoing communication of:

- Competencies (Communication, Thinking and Social Responsibility)
- Core Learning (core content areas)
- Authentic Evidence (of student learning)
- Descriptive Feedback (from the teacher)
- Student Voice (values, opinions, and perspectives of the student)
- Next Steps (for student learning)

Over the course of the school year, teachers will provide parents with:

- *Student goal-setting and self-assessment of learning;*
- *Ongoing examples of student progress in **each** of the areas of learning as set out in the curriculum with more frequent communication on the learning foundations of English Language Arts, and Mathematics; (or French if that is the language of instruction).*
 - *Science*
 - *Social Studies*
 - *Physical and Health Education*
 - *Arts Education*
 - *For Grades 5-8, a second language, except for students enrolled in a French immersion program*
 - *Applied Design, Skills and Technologies*
 - *Career Education*
- ***Performance scales and descriptive feedback** (and letter grades upon request) in relation to the learning standards;*
- *Include suggestions regarding ways that parents can support their child*
- *Student self-assessment on their development of communication, thinking, and personal and social competencies as expressed through the curricular competencies (this is required at the end of the school year);*
- *Ongoing highlights of the child's interactions with peers, the ability to be personally aware and responsible, and the contributions to the classroom, school, and community; and*
- *In the case of students with an Individual Education Plan or English Language Learners with an Annual Instructional Plan, information about student progress in relation to established individual goals.*

Twice a year, teachers will provide parents with a paper based Summary of Learning which will include:

- *A summary of the child's achievement in all prescribed areas of learning outlined above in relation to age/grade expectations;*

- *A student self-assessment of the Core Competencies (Thinking, Communication, and Personal and Social Competence), completed with the support and guidance of the teacher when needed or appropriate (only at the end of the year).*
- *A summary of student attendance*
- *If a child moves to another school district, the teacher will provide a summary of learning.*

Reporting to parents will be supplemented by additional forms of communication on their child's learning. Forms may be in person, electronic, or hard-copy, and may include:

- *Student-led conference, parent-led conference, or 3-way conference;*
- *Additional examples of students demonstrating skills, processes, achievement, and through digital or paper-based work samples;*
- *Ongoing information of the child's growth over time, and any areas requiring support.*

Option 2 – MyEducation BC

Through a combination of formative and summative assessment practices, teachers will provide students and parents with ongoing, communication of:

- Competencies (Communication, Thinking and Social Responsibility)
- Core Learning (core content areas)
- Authentic Evidence (of student learning)*
- Descriptive Feedback (from the teacher)
- Student Voice (values, opinions, and perspectives of the student)
- Next Steps (for student learning)

*Throughout the school year, teachers will provide authentic evidence of student learning in a variety of forms

Students and parents will receive three formal reports during the course of the year - two during the year and one summative - including **performance scales** and **descriptive feedback** (and letter grades upon request) in relation to the learning standards. Within these three formal written reports, information will include:

- *Personalized descriptions of student progress in **each** of the areas of learning as set out in the curriculum with more frequent communication on the learning foundations of English, Language Arts, and Mathematics; (or French if that is the language of instruction).*
 - *Science*
 - *Social Studies*
 - *Physical and Health Education*
 - *Arts Education*
 - *For Grades 5-8, a second language, except for students enrolled in a French immersion program*
 - *Applied Design, Skills and Technologies*
 - *Career Education*
- ***Performance scales and descriptive feedback** (and letter grades upon request) in relation to the learning standards;*
- *Include suggestions regarding ways that parents can support their child*

- *Student self-assessment on their development of communication, thinking, and personal and social competencies as expressed through the curricular competencies (this is required at the end of the school year);*
- *Highlights of the child's interactions with peers, the ability to be personally aware and responsible, and the contributions to the classroom, school, and community; and*
- *In the case of students with an Individual Education Plan or English Language Learners with an Annual Instructional Plan, information about student progress in relation to established individual goals.*

The final summative report at the end of the school year, or if a child moves that will also include:

- *A summary of the child's achievement in all prescribed areas of learning outlined above in relation to age/grade expectations;*
- *A student self-assessment of the Core Competencies (Thinking, Communication, and Personal and Social Competence), completed with the support and guidance of the teacher when needed or appropriate (only at the end of the year).*
- *A summary of student attendance*

Reporting to parents will be supplemented by additional forms of communication on their child's learning on at least two occasions. Forms may be in person, electronic, or hard-copy, and may include:

- *Student-led conference, parent-led conference, or 3-way conference;*
- *Additional examples of students demonstrating skills, processes, achievement, and through digital or paper-based work samples;*
- *Ongoing information of the child's growth over time, and any areas requiring support.*