# The Communication of Student Learning

*Grades 8 and 9*

## School District 79 - Cowichan Valley

# Table of Contents

# Setting the Context

﹥ We are moving from a model of reporting **to** parents to communicating **with** parents on an on-going basis.

﹥ The current redesigned curriculum with its greater emphasis on the curricular competencies has given us an opportunity to rethink the way we assess and report on student progress.

﹥ This direction is based on current research and practice.

# Basic Requirements

| Area | Communication using Points of Progress (e.g. digital or paper portfolios, meetings, email, phone calls) | | Written Summaries of Progress | |
|---|---|---|---|---|
| | Full Year | Semester | Full Year | Semester |
| English and/or French Language Arts | 3 | 2 | 2 | 1 |
| Mathematics | 3 | 2 | 2 | 1 |
| Science | 2 | 2 | 2 | 1 |
| Social Studies | 2 | 2 | 2 | 1 |
| Arts Education | 1-2 | 1-2 | 1 | 1 |
| Physical and Health Education | 2 | 2 | 2 | 1 |
| French (or other second language) | 2 | 2 | 2 | 1 |
| Applied Design, Skills and Technologies | 1-2 | 1-2 | 1 | 1 |
| Career Education | 1 | 1 | 1 | 1 |
| Student Self-Assessment of Core Competencies | At least once, include student-selected evidence of and reflection on Core Competency development. | | | |
| Student Engagement and Behaviour | At least twice, provide written descriptive feedback (paper or digital) on student engagement and behaviour (e.g., growth in personal and social responsibility). | | | |

Communication Timeline - Grade Eight Student
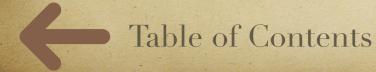
Communication Timeline - Grade Nine Student

# Getting Started

- Before the start of the year or course

- During the first month

- For the rest of the year or course

# Before the start of the year or course

- Read the CSL Guidelines document

- Understand Points of Progress
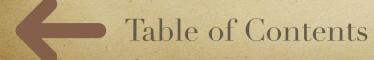
- Plan your assessment process

- Deeper Dive?

# Plan Your Assessment Process

꙳ Set up tracking sheets for each course to track points of progress (see templates <u>here</u> that can be modified)

꙳ Set up a method to record learning (some templates <u>here</u> that can be modified)

꙳ How can you include opportunities to show learning in progress and not only summative assessments?

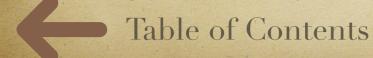꙳ <u>Deeper Dive?</u>

# During the First Month

- Build student agency and ownership of assessment

  - Self-assessment prompts <u>here</u>

- Collaborate with colleagues

  - What does Proficient mean?

  - Collect exemplars at different proficiencies.
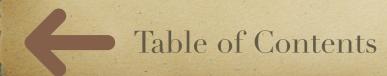
- Practice using the tools you have chosen

# For the rest of the year or course

❧ Track your Points of Progress as they are completed (customizable templates <u>here</u>)

❧ Reflect on the process with yourself, students, parents and colleagues
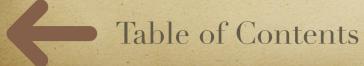
❧ "Assess what you value and value what you assess"

# What is a Point of Progress?

- Purpose

- Criteria

- Frequency

- Types of

- Samples

# Point of Progress Purpose

- ❧ to show authentic evidence of learning and make learning visible

- ❧ to document what students know, understand and can do

- ❧ to allow student voice

- ❧ to be meaningful, varied and responsive

# Point of Progress Criteria

- Authentic Evidence of Learning

- Descriptive Feedback

- Next Steps

- Student Voice

Detailed description can be found <u>here</u>.

# Points of Progress Frequency

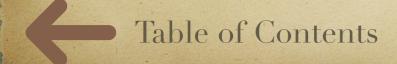| Area | Communication using Points of Progress (e.g. digital or paper portfolios, meetings, email, phone calls) | |
| --- | --- | --- |
| | Full Year | Semester |
| English and/or French Language Arts | 3 | 2 |
| Mathematics | 3 | 2 |
| Science | 2 | 2 |
| Social Studies | 2 | 2 |
| Arts Education | 1-2 | 1-2 |
| Physical and Health Education | 2 | 2 |
| French (or other second language) | 2 | 2 |
| Applied Design, Skills and Technologies | 1-2 | 1-2 |
| Career Education | 1 | 1 |

# Types of Points of Progress

- Digital Portfolio (EdInform)

- Paper Portfolio

- Email

- Face-to-face

- Phone call

- Combination of above

Any of these count as long as the <u>four</u> <u>criteria</u> are met.

# Using EdInform
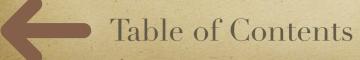
- Planning

- Set up

- Workflow

# EdInform Planning

ᕰ Take some time to explore the functions of EdInform and test them. Access videos <u>here</u>.

ᕰ Work with your colleagues to build some workflows and norms around use.

ᕰ Consider creating templates to share and use.

# EdInform Set-up

❧ Set up your method of recording and tracking.

❧ Check to make sure all your students are listed in each class.

❧ See the video <u>here</u> for allowing access for parents and students.
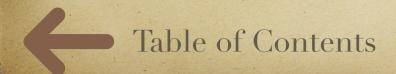
# EdInform Workflow

- Initial set-up is important

- Consult with colleagues that share the same students and consider how you will structure your galleries.
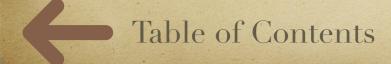
- Access how-to videos here.

# Summary of Progress

> MyEd BC will be the platform for writing Summaries of Learning.
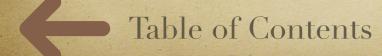
> Frequency

> What to include

> Sample Comments

# Summary of Progress Frequency

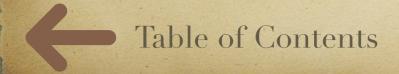| Area | Written Summaries of Progress | |
| --- | --- | --- |
| | Full Year | Semester |
| English and/or French Language Arts | 2 | 1 |
| Mathematics | 2 | 1 |
| Science | 2 | 1 |
| Social Studies | 2 | 1 |
| Arts Education | 1 | 1 |
| Physical and Health Education | 2 | 1 |
| French (or other second language) | 2 | 1 |
| Applied Design, Skills and Technologies | 1 | 1 |
| Career Education | 1 | 1 |
| Student Self-Assessment of Core Competencies | At least once, include student-selected evidence of and reflection on Core Competency development. | |
| Student Engagement and Behaviour | At least twice, provide written descriptive feedback (paper or digital) on student engagement and behaviour (e.g., growth in personal and social responsibility). | |

# Summary of Progress - What to Include

- A level from the Provincial scale for each area of learning. (emerging, developing, proficient, extending)

- A strength-based comment that describes where the student is at, where they are going and how they are going to get there.

- See sample summaries and comments here.

# Engaging Parents

- Messaging

- Giving access to EdInform

- Encouraging positive feedback from parents to students

# Resources

- District Learning Team

- District CSL Website

- Collaboration with Colleagues

- Books in the DLC

- Office 365 Shared Folder