

# GUIDELINES FOR ASSESSMENT AND COMMUNICATING STUDENT LEARNING

## ELEMENTARY K-7

### CONTINUITY OF LEARNING

Regardless of whether learning occurs in classrooms or remotely, connecting learning and assessment continues to be a priority during this ever shifting educational landscape. The Ministry of Education recognizes the need to be flexible and accommodating in these unprecedented times. The selection of learning standards will be determined by teachers using their professional judgement.

### LEARNING PRIORITIES

It is important to have realistic expectations for students and families. Teachers should prioritize essential or core learning standards with an emphasis on the development of a student's literacy, numeracy, Core Competencies, and the First Peoples Principles of Learning. Because students may face challenges accessing online communications tools, it will be important to design activities and assessments that are not solely dependent on technology-based solutions.

### ENGAGEMENT

Students' ability to engage in learning opportunities will vary depending on:

- Support available at home
- Unique and diverse learning needs
- Access to, and ability to use technology
- Social-emotional factors
- Other unknown or unforeseen factors

Teachers along with school based teams, counsellors and Indigenous Education staff are implementing strategies to support students who are finding it difficult to engage in learning at this time. Please continue to check in with families who are choosing to direct their own learning.

### IMPORTANT REMINDER

Participation in learning opportunities requires educators to be thoughtful and considerate of current at-home learning environments for students. Many students will struggle with the loss of normal routines and interactions with their friends, so assessment feedback should focus on encouragement and positive, strength-based achievements. These variations in the home learning environment should not negatively impact the students' assessment.

### GUIDING PRINCIPLES

- Equity – no student(s) should be penalized because of circumstances beyond their control
- Strength based
- Focus on formative descriptive feedback
- Include student self-assessment whenever possible
- Majority of evidence of student learning will have occurred before spring break

### EVIDENCE OF LEARNING

#### Leveraging personal conversations

- Engaging in dialogue with learners remains among the most powerful and meaningful way for children to demonstrate their learning. By scheduling times to connect with students in small groups or individually, teachers can gather evidence of learning through "conference" styles of assessment.

#### Emphasize learner self-assessment

- Continue to ensure students are actively engaged and take ownership in the learning process through self-assessment and the use of co-created rubrics etc.

#### Observations

- Listening to a recording or watching a video of a student reflecting on a numeracy task or responding to specific resource they read, may provide information that can be used to describe growth over time. Small group sharing, individual responses, whole class discussion and live lessons are also great methods to collect observations.

#### Artifacts

- Shared docs, written and visual pieces, video creations, photographs, reflection pieces (written, spoken, video)

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## CHECKING IN ON SEL

In addition to monitoring student learning, intentionally check in on their social and emotional well-being. For students to engage and learn, it is essential to create environments that promote a positive sense of well-being and connection between peers and adults. Build in time for students to connect with each other, to share an experience, and to have fun during virtual classes. Give students opportunities to share their feelings, and then address what is on their minds in age appropriate ways.

## COMMUNICATING STUDENT LEARNING

- With emphasis on literacy and numeracy goals that have been prioritized, along with the Core Competencies, provide parents and caregivers with descriptive feedback about student learning (in oral, written and/or video format).
- Focus on strength-based feedback generated from “Evidence of Learning” (see above)
- Encourage children to work towards specific learning goals as appropriate.

## YEAR-END SUMMARY OF PROGRESS (JUNE REPORT CARD)

Teachers will prepare June report cards for their students using either Form A or Form B. They should be based on where the students were at prior to spring break, plus the learning opportunities that they are engaging in at home during the suspension of in-person classes. Teachers are able to use their professional judgement in determining if a student has demonstrated sufficient evidence of learning. This means there is freedom in how teachers assign proficiency levels and communicate them to students and families. Learning Summaries should:

- Include proficiency indicators in Literacy and Numeracy, plus all other areas of learning where appropriate.
- Provide written feedback and descriptions of student progress in relation to literacy and numeracy learning goals.
- Provide strength-based comments related to each child’s social and emotional well-being: for example, on their sense of self-confidence, optimism, self-efficacy, self-motivation, empathy, respect for others and/or teamwork;
- Indicate on each report card that the student has been assigned to the next grade

## IT IS RECOMMENDED THAT:

- Teachers seek advice from the School Based Team on how to approach determining the year end level of proficiency for students who have struggled to engage in learning opportunities during the suspension of in-class instruction.
- Teachers seek to gather evidence of learning from the families that have chosen to direct their child’s learning on their own, in order to prepare and or co-author the final report.

## SELF - ASSESSMENT OF CORE COMPETENCIES

Support students in completing a student self-assessment of the core competencies: Critical and Creative Thinking, Communication, and Personal and Social Competency. The format of the self-assessment is flexible. Examples include: a TEAMS self-assessment conference transcribed by the teacher, a drawing, a completed framework or graphic organizer, or a video uploaded to Ed Inform in which students highlight their strengths and goals.