

The Communication of Student Learning



K - 7

School District 79 - Cowichan
Valley

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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.



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Basic Requirements

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



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Getting Started

- ❖ Before the start of the year
- ❖ During the first month
- ❖ For the rest of the year



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Before the start of the year

- ❖ Read the CSL Guidelines document
- ❖ Understand Points of Progress
- ❖ Plan your assessment process
- ❖ Deeper Dive?



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Plan Your Assessment Process

- ❖ Set up tracking sheets for each area of study to track points of progress (see templates [here](#) that can be modified)
- ❖ Set up a method to record learning (some templates [here](#) that can be modified)
- ❖ How can you include opportunities to show learning in progress and not only summative assessments?
- ❖ [Deeper Dive?](#)



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During the First Month

- ❖ Build student agency and ownership of assessment
 - ❖ Self-assessment prompts [here](#)
- ❖ Collaborate with colleagues
 - ❖ What does Proficient mean?
 - ❖ Collect exemplars at different proficiencies.
- ❖ Practice using the tools you have chosen



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For the rest of the year

- ❖ Track your Points of Progress as they are completed (customizable templates [here](#))
- ❖ Reflect on the process with yourself, students, parents and colleagues
- ❖ “Assess what you value and value what you assess”



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What is a Point of Progress?

- ❖ Purpose
- ❖ Criteria
- ❖ Frequency
- ❖ Types of
- ❖ Samples



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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



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Point of Progress Criteria

- ❖ Authentic Evidence of Learning
- ❖ Descriptive Feedback
- ❖ Next Steps
- ❖ Student Voice

Detailed
description can be
found [here](#).



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Points of Progress Frequency

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



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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 four criteria
are met.



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Using EdInform

- ❖ Planning
- ❖ Set up
- ❖ Workflow



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EdInform Planning

- ❖ Take some time to explore the functions of EdInform and test them. Access videos [here](#).
- ❖ How will you organize your Points of Progress within EdInform?
- ❖ Consider creating templates to use.



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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 [here](#) for allowing access for parents and students.



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EdInform Workflow

- ❖ Initial set-up is important
- ❖ Access how-to videos [here](#).



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Summary of Progress

- ❖ SSDAS will be the platform for writing Summaries of Learning.
- ❖ Frequency
- ❖ What to include



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Summary of Progress Frequency

Area	Written Summaries of Progress
English and/or French Language Arts	2
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Science	2
Social Studies	2
Arts Education	2
Physical and Health Education	2
French (or other second language)	1
Applied Design, Skills and Technologies	1
Career Education	1
Student Self-Assessment of Core Competencies	At least once, include student-selected evidence of and reflection on Core Competency development.
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Summary of Progress - What to Include

- ❖ A level from the Provincial scale for each area of learning. (emerging, developing, proficient, extending)
- ❖ Strength-based comments that describe where the student is at, where they are going and how they are going to get there.
- ❖ See sample summaries and comments [here](#).



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Engaging Parents

- ❖ Messaging
- ❖ Giving access to EdInform
- ❖ Encouraging positive feedback from parents to students



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Resources

- ❖ District Learning Team
- ❖ District CSL Website
- ❖ Collaboration with Colleagues
- ❖ Books in the DLC



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