



COWICHAN VALLEY
School District

Communicating Student Learning (K-9)

Effective communication is central to student success.



The Way we communicate learning is changing

The provincial government and school districts across B.C. are currently implementing a redesign of curriculum and reporting procedures that are intended to provide more opportunities for students to acquire the knowledge, skills, and abilities necessary for success in this ever-changing world. As teachers continue to reshape their instructional practices, they are identifying more effective ways to assess and align those practices with the new vision for learning in B.C. The intent of the change is to provide more ongoing communication to parents and students throughout the school year that focuses on learning rather than achievement.

The shift in thinking

Our educators are moving with purpose from a model of **reporting to** parents to **communicating with** parents on an ongoing basis. This applies to **all** learners.

We are moving toward a new model that:

- is personalized;
- is growth based;
- is descriptive of actual learning;
- links practice and assessment;
- provides stronger student voice;
- allows deeper home/school connection; and
- is learner focused.
- makes learning visible
- is meaningful, varied and responsive

As we make a shift in the way we communicate student learning we are:

- supporting meaningful communication between teachers, parents, and students;
- showing authentic evidence of student learning, such as work samples, photographs, audio, and video (these may be observed at any time during the learning process);
- enhancing parent and student understanding of the progress being made by the student;
- documenting what students know, understand, and can do; and
- showing a child's learning over time, and demonstrating their understanding of how they learn.

Reporting orders

The Ministry of Education currently has two reporting orders in place:

- Schedule 1 (Original Order) which is the traditional model of three summative formal report cards and two informal contacts; and
- Schedule 2 (Interim Reporting Order) which allows for variations and flexibility in reporting practices.

The Interim Reporting Order is allowing us to transition our practice to a more fluid and continuous reporting protocol where parents receive information about their child's progress in a timely and responsive manner throughout the year.

Communicating Student Learning Timeline

	2020-2021	2021-2022
K-7	<p>Ongoing communication of student learning (CSL) using Points of Progress on a regular basis</p> <ul style="list-style-type: none"> • Portfolios (paper or electronic) • Face-to-face, email <p>Two written Learning Summaries</p> <ul style="list-style-type: none"> • no longer require letter grades • one by January 31st • Final learning summary at the end of June which includes a student self-reflection of core competencies 	CSL only

	2020-2021	2021-2022
8-9	<p>Two Options:</p> <p>Ongoing communication of student learning (CSL) using Points of Progress on a regular basis</p> <ul style="list-style-type: none"> • Portfolios (paper or electronic) • Face-to-face, email <p style="text-align: center;">OR</p> <p>MyEd using a proficiency scale in place of Letter Grades</p> <p>The frequency of written summaries is determined by length of course (full year or semester)</p>	CSL Only

There will be no change to the grade 10 – 12 method of reporting at this time.

Ongoing communications of student learning

Throughout the year, Kindergarten to Grade 7 parents can expect numerous points of contact through “snapshots”, as well as timely ongoing communications of learning called Points of Progress.

Snapshots

Snapshots are a moment in time that are collected in a digital or paper based scrapbook. They are samples that capture individual student or group activities to tell the story of what is happening in the classroom.

A snapshot is not intended to provide evidence of learning progress for students.

Points of Progress

A Point of Progress is a sample of learning that provides evidence of student learning. By “making learning visible” through video, photo, audio, paper samples, and notes, teachers reflect the learning and progress that is happening within the classroom for each student.

Points of Progress create a record of students' progress that include the 4 criteria within the guiding parameters:

1. Clearly describes what the learner is doing
 - a. Includes authentic evidence of learning (work samples);
2. Includes descriptive feedback on where the child is at (how well the child is doing);
3. Includes information on where to next in their learning;
4. Can also include student reflections on their learning.

These communications can take the form of, but are not limited to, conversations, emails, paper and/or digital communications.

Communicating Student Learning – what will it look like?

- Ongoing – is communication about student **LEARNING**
- Summative – is a written communication about student **ACHIEVEMENT**

While we are moving forward with purpose, we recognize that we are on a learning journey as we move through this process. We will be supporting educators to advance their understanding and approaches to reflect the principles of quality student assessment.

Resources

<https://sd79.bc.ca/services/curriculum/communicating-student-learning/>

<https://curriculum.gov.bc.ca/assessment/classroom-assessment-and-reporting>