Communicating Student Learning (K-9)

Effective Communication is central to student success.

Communicating Student Learning

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
- 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.
- Showing a child's learning over time, and demonstrating their understanding of how they learn.

Reporting Orders

To support district innovation, in the 2016/17 school year the Ministry of Education revised the Student Reporting Policy and Student Progress Report Order, providing school districts with two options for reporting student progress in K-9:
- Policy Option A (Schedule 2 of the Ministerial Order) allowed districts to develop local reporting policies following the Interim Student Reporting Guidelines for Grades K-9.
- Policy Option B (Schedule 1 of the Ministerial Order) allowed districts to follow a slightly revised version of the previous policy.

For the 2018/19 school year, the Ministry continued to allow districts to have a choice between the two options, basing their selection on local needs and readiness.

The introduction of the provincial curriculum has offered an opportunity to rethink the way we assess and report on student progress in British Columbia. In the 2018/19 school year, a number of school districts formed a pilot group to work with the draft K-9 Student Reporting Policy. Participating districts have been providing feedback on the successes and challenges of implementation, helping to inform the finalization of the new K-9 Student Reporting Policy as well as recommend, where relevant, future changes to the reporting policy for Grades 10-12. This pilot group has been extended into next year to allow for the completion of a full cycle, and greater input. Our district has been paralleling this work and working closely with our teachers to inform our local context.

Local Student Reporting Policy and Procedures

	2019-2020	2020-2021	2021-2022
K-7	Two Options: Communication of Student Learning (CSL) without letter grades for 4-7 (previously known as Form B) OR Form A with letter grades for 4-7 **Last year for Form A**	CSL only	CSL only

	2019-2020	2020-2021	2021-2022
8-9	Two Options: MyEd as usual OR Prototyping of Communication of Student Learning (CSL) without letter grades for 8-9 in specific classes and schools	Two Options: Communication of Student Learning (CSL) without letter grades for 8-9 OR MyEd using a proficiency scale in place of Letter Grades – 8-9	CSL only
10-12	No Change	Will depend on Ministry direction	

Guiding Parameters for Communicating Student Learning

To support deeper learning and prepare students for the future, the curriculum must be student-centred, flexible and maintain a focus on **foundational learning** skills. Reading, writing and numeracy are key curricular areas and are assessed and evaluated on a continuum in order to ensure parents have a clear understanding about where the child is at in relation to grade level expectations and performance standards.

Core Competencies are evident when students are engaged in any area of learning. This includes activities where students use thinking, collaboration, and communication to solve problems, address issues, or make decisions. The ultimate goal is for learners to employ the core competencies every day, and for the core competencies to be an integral part of the learning in all curriculum areas.

Whether communicated via paper documents, face to face, or through an electronic e-portfolio, the following 4 criteria are used to communicate student learning and progress.

Four Criteria for Communicating Student Learning using Points of Progress

1. **Authentic Evidence of Learning**
   - A clear description of *what the learner is doing,* that includes the learning intention/goal.
   - Photos, videos, audio and work samples offer visible authentic evidence of learning and bring learning to life.
   - Are formative in nature and might be observed at any time during the learning process, and are not necessarily summative.
   - Includes process and application as well as product.

2. **Descriptive Feedback**
   - Provides precise information about what the learner is doing well, and what needs improvement. *How the learner is doing.*

3. **Next Steps**
   - A clear description to individual students that indicates *what the next steps are* in order for learning to progress further. They may be written as a goal statement from the student or teacher in relation to the learning intention and evidence. They may also describe how the next steps may be supported.
   - Teachers may also provide sample question prompts for parents to engage with their child regarding the learning sample.

4. **Student Voice**
   - Learning samples can also include student reflections on their learning, and how they connect to the learning intentions, competencies and/or next steps.
   - Students may include evidence of learning captured outside of school time.

Types of communications

A. **Points of Progress** communications
   a. can be communicated through **any or all** of the following choices:
      i. Electronic portfolios such as EdInform or other digital portfolios that are FOIPPA compliant.
      ii. Paper portfolios
      iii. Documented face to face meetings, phone calls or emails.
   b. are focused on the 'learning'
   c. include the Four Criteria
      i. Evidence of Learning
      ii. Descriptive feedback
      iii. Next steps
      iv. Student Voice
   d. are responsive throughout the year, at any stage of the learning process
      i. See the frequency chart on the next page
   e. may include more than one area of study. For example, you may make observations on the progress a student is making while engaging in a learning activity that integrates English Language Arts and Social Studies and decide to communicate these. This would count for two of the above requirements.

B. **Snapshots**
   a. Unlimited
   b. Are not Points of Progress communications
   c. Individual student or group activities that tell a story of what is happening in the classroom, but do not necessarily focus on an individual child's learning

C. **Face to face**
   a. Unlimited and upon parent and teacher request
   b. Is responsive throughout the year
   c. Can be in the form of but not limited to: phone call, face to face, email and/or notes etc.
   d. Can be considered a Point of Progress communication if it is child specific and the "Four Criteria" are included and documented.

Communicating Student Learning Minimum Requirements K-7

Area	Communication using Points of Progress (e.g. digital or paper portfolios, meetings, email, phone calls)	Written Summaries of Progress	
		January	June
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	optional	√
Applied Design, Skills and Technologies	1	optional	√
Career Education	1	optional	√
Student Self–Assessment of Core Competencies		√	√
Student Engagement and Behaviour	2	√	√

Please note: It is expected that 3 – 6 points of progress will be communicated before the January Summary of Progress. These should include, but are not limited to information in the foundation areas of literacy and numeracy. These need not be summative in nature.

Communicating Student Learning Minimum Requirements 8&9

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).			

Please note: For full year courses, it is expected that 3 – 6 points of progress will be communicated before the January Summary of Progress. These should include, but are not limited to information in the foundation areas of literacy and numeracy. These need not be summative in nature.

*When ADST and Arts Education are delivered through the exploratory model, the school will decide on the frequency and style of ongoing communication of student learning using points of progress. There is a requirement for assigning a proficiency scale for each of these at the end of a course or year.

All **Points of Progress** must include these four criteria:
1. Authentic Evidence of Learning
2. Descriptive Feedback
3. Next Steps
4. Student Voice

The District has developed EdInform (an electronic portfolio) to meet these requirements. While FreshGrade is acceptable, it does not in itself provide prompts that ensure the above four criteria are considered. Users of FreshGrade must be mindful of the criteria when communicating a point of progress.

Ways of Collecting Evidence of Learning

Three of the Same:
- Similar tasks shown over time. Invites observation and comparison (i.e.: writing samples or reading audio files)

Showing the Knowing:
- Demonstrations/process-based sharing. Students walk through an activity explaining their thinking, strategies, etc.

Celebrating the Learning:
- Documenting artifacts of student work that demonstrate skill and ability in relation to a particular task and criteria.

Communicating the "Hows and Whys":
- Provides parents a lens for understanding and supporting their child's learning. Provides descriptions and explanations about the curricular activities in order to inform, instruct, and communicate about the big ideas and learning intentions.

Summaries of Progress

- Do not include letter grades; however, if requested by parent/guardian, letter grades must be provided at the end of the school year/semester (Grades 4-9)
- Include descriptive written comments that speak about the student as a learner and addresses the student's strengths, areas for improvement, and ways to support learning in relation to the learning standards.
- Are a summary of student's progress to date using the Proficiency Scale, according to widely held grade level expectations, in relation to the Learning Standards (curricular competencies and content) as defined in the BC Curriculum.
- Must also include student self-reporting of Core Competencies.
- are completed in January and the end of June and must be on District templates.

Proficiency Scale

In consultation with teachers across the Province, the Ministry has revised the 4-Point Proficiency Scale. This scale will replace the one we are currently using in our district and is intended for use K-12.

Proficiency Scale	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a solid understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Student Self-Reporting of Core Competencies

Student Self-Assessment of Core Competencies must be included with both Summaries of Learning.

There is no expectation for teachers to report on Core Competencies as they report on the curricular competencies in each curricular area. However, it is important that students be able to identify their strengths and areas for improvement through self-reflection and self-assessment (student voice), throughout the year. In taking ownership of their learning, students should be able to describe how they are developing the Core Competencies, with the help of their teacher where necessary. (Sample templates and tools have been provided on the district website and will be continually updated).

Additional information, resources and samples can be found at:

csl.sd79.bc.ca