



**COWICHAN VALLEY**  
School District

# Communicating Student Learning

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V2.01



## Communicating Student Learning

### The Shift in Thinking

Our educators have moved with purpose from a model of reporting TO parents to communicating WITH parents on an ongoing basis. This applies to ALL learners.

This model:

- 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

The way we communicate student learning is by:

- 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.



## 2022-23 Communication and Reporting of Learning

This school year we continue to use our local district guidelines that align with the draft Provincial Reporting Policy Framework.

### The Provincial Reporting Policy Framework

A policy framework sets out the procedures or goals which will be used to formalize a policy prior to implementing it. The K-12 Student Reporting Framework highlights the key components that will be included in the final policy to support schools and districts with local planning for implementation.

A provincial team from around the province has been co-constructing resources to assist in implementing an updated Reporting Policy. Our local guidelines align with the current Ministry Framework you may view <https://tinyurl.com/48b3npv6>.

## Local Student Reporting Policy and Procedures Summary

2022-23 School Year	
K-7	<ul style="list-style-type: none"> <li>• Ongoing communication through Learning Updates for each subject area. (see full requirements on page 6). Updates may be provided through individual subject or integrated multi-disciplinary format using a choice of digital or paper portfolios, text, email, phone etc. Learning updates need to be tracked by the teacher.</li> <li>• Two formal written reports including student self-reflection of the Core Competencies – one in January and one summative in June</li> <li>• Use of the Provincial Proficiency Scale for formative and summative assessment</li> <li>• Descriptive feedback including strengths, areas for development and next steps.</li> </ul>
8-9	<ul style="list-style-type: none"> <li>• Ongoing communication through Learning Updates for each subject area. Updates may be provided through individual subject or integrated multi-disciplinary format using a choice of digital or paper portfolios, text, email, phone etc. Learning updates need to be tracked by the teacher.</li> <li>• Two formal written reports including student self-reflection of the Core Competencies – one at mid-point and one summative at the end of a course.</li> <li>• Use of Provincial Proficiency Scale for formative and summative assessment.</li> <li>• Descriptive feedback including strengths, areas for development and next steps.</li> </ul>
10-12	<ul style="list-style-type: none"> <li>• Ongoing communication through Learning Updates.</li> <li>• Two formal written reports including student self-reflection of the Core Competencies – one at mid-point and one summative at the end of a course.</li> <li>• Use of Proficiency Scale for formative assessments.</li> <li>• Letter grades and percentages for formal summative assessment.</li> </ul>



## Learning Updates Criteria (Points of Progress)

### 1. Authentic Evidence of Learning

- An explicit reference to the learning standard, in student friendly language.
- 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.
- Includes observations, collaborative conversations, and assessment of product.

### 2. Descriptive Feedback and Next Steps

- Provides information about strengths and area for development.
- A personalized description indicating next steps for progress.

### 3. Student Voice

- Student self-reflections provide opportunities for students to be active participants in their learning.

## Communicating Student Learning K-7

Please note: It is recommended that a multi-disciplinary approach be used in communications rather than a subject-by-subject approach. Literacy and numeracy are multi-disciplinary, foundational concepts that should ideally be referenced in every learning update.

Areas of Learning	Learning Updates (e.g. digital or paper portfolios, meetings, email, phone calls)	Formal Written Reports	
		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	✓	✓

Communicating student learning is timely and responsive. The three learning update windows provide time to ensure that communication occurs throughout the year. The table above indicates the minimum suggested frequency of updates for each learning area.



## Communicating Student Learning 8-9

Please note: For informal learning updates and a progress report, a multi-disciplinary approach can be used in communications for classes such as Humanities or STEM, rather than a subject-by-subject approach. Literacy and numeracy are multi-disciplinary, foundational concepts that should ideally be referenced in every learning update.

### Applied Design, Skills, and Technologies courses/Arts Education courses:

School sites will decide the best way for teachers of ADST and Arts Ed exploratory courses to communicate with parents, as schools deliver their grade 8 ADST and Arts Ed courses with different models. Schools will determine the most effective way to provide parents of those areas with timely and responsive communication throughout the course. The Summative Report Card will reflect the curricular competencies of both learning areas: ADST and Arts Education. The Progress Report (mid-course report) can be a multi-disciplinary approach.

### Humanities or other multi-disciplinary courses:

Schools may report on Humanities other multi-disciplinary courses together on any communication other than the Summative Report Card (including the mid-year Progress Report cards). However, the summative report must report on the learning areas separately (ie: English Language Arts and Social Studies).

Summative Report cards must, by Ministerial order, report separately on each learning area:

- English Language Arts (or Français Langue Seconde)
- Social Studies
- Math
- Science
- Physical and Health Education
- Arts Education
- Applied Design, Skills, and Technology
- French
- Career Education

## Proficiency Scale

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-Assessment of Core Competencies

Student Self-Assessment of Core Competencies must be included with both formal written reports.



## Inclusive Assessment Practice

Providing student choice and multiple pathways to demonstrate their growth and learning may require a variety of supports and ensures that curriculum is accessible to all learners. The focus is on the students' demonstration of the learning standards, rather than the completion of tasks. Supports can take the form of adaptations and/or modifications:

While many students with complex learning profiles will achieve the learning outcomes for courses with a few adaptations (as identified on their IEP), some students may require more specific supports. After a collaborative process of formalized testing and screening, some students will require individualized goals that differ from the curriculum, that are described in the IEP. These replacement goals are referred to as a modification.

**NOTE:** not every change to the curriculum or assessment is a modification. If we use modifications, we need to know the context of what is being measured.

	Adaptation	Modification
Extended time	When rate or speed of task completion is not the skill being measured	When rate or skill of completion is fundamental to the skill being measured
Fewer questions	When all questions measure the same skill	Omitting questions that measure progression of skill or grade level proficiency
Use of calculator	When performing the calculation is not the skill being assessed	When knowing the formula is the skill being assessed



When reporting, no adjustments to student assessment should be made because of the use of adaptations. Letter grades/percentages or proficiency scale will be used for assessing students with adaptations for curricular learning standards. When reporting for a student in your class who is on a modified curriculum, you will only report using descriptive comments. A letter grade/percentage or proficiency scale indicator is not appropriate to assess IEP goals.

Adaptations and modifications encourage the inclusion of all students by providing accessibility to learning opportunities and promoting diversity within school environments.

### English Language Learners

All ELL students have an Annual Instructional Plan (AIP), which you can view in their ELL green file. Most ELLs can demonstrate learning with adaptations and will be assigned a letter grade or competency on their report card. For those ELLs who do not demonstrate learning standards due to language proficiency, the teacher will provide written comments that describe the student's strengths, areas that require development and ways to support their learning.

In this case, leave the final mark blank, do not enter a failing grade for an ELL. Provincial proficiency scale or letter grades and percentages are not appropriate where ELLs are not yet meeting the learning standards of the curriculum, even with supports. Please reference Ministry ELL Policy Guidelines <https://tinyurl.com/bpvk5f42> (specifically page 13). The ELL specialist will report on the students' language proficiency based on AIP goals.

### International Students

Check with International Student Program regarding the educational goals of international students in your classes. In most cases, when an International Student is on a graduation program, or is accruing credits towards graduation, your assessment standards will be the same as all learners. In some cases, when a student is here for cultural immersion and to audit a course, no mark is required. Ensure that you are aware of your students' educational goals.





## Inclusive Reporting Roles:

Case Managers will collaborate with the classroom teacher(s) to report on the progress of the IEP.

ELL teachers will collaborate with the classroom teacher(s) to report on the progress of the AIP.

Classroom teachers will report on all students in their classes according to district and ministry guidelines and will include proficiency scale (K-9) or letter grades/percentages (10-12) where appropriate, as well as written descriptive feedback that includes student strengths, areas for development and next steps.

School Based Team can be consulted for the most appropriate and growth-oriented way for teachers and case managers to report for a student on a fully modified program or in modified classes.

**ALL students** are eligible to receive universal assessment supports (adaptations) to support their learning of curricular competencies, not just students with diverse ability or those with IEPs.

**SOME students** may require more targeted assessment supports, and some may require short term targeted assessment supports to access curricular learning standards, in addition to universal supports.

**FEW students** will require specific, targeted, and intensive assessment supports to support their learning of curricular learning standards. Typically, these are students with complex needs who have been identified by the school team and have a collaborative team of support in place.

In all of the above cases, report using the proficiency scale, or letter grades/percentages as well as descriptive comments. There is no requirement to indicate on written reports the level of supports or adaptations, nor should expectations be adjusted because of the supports/adaptations.





In some cases, students have IEP goals that differ from curricular learning standards (modifications). These goals are not assessed with letter grades/percentages or proficiency scale indicators. Use descriptive comments only.

### In Progress or Incomplete “I” (8/9)

Traditionally, an “I” was required because a pass/fail had to be noted. Now, we can leverage the power of the Proficiency Scale as a continuum of learning. We can speak to learning in concrete terms by pairing the scale descriptor with specific feedback of what the student is able to do, areas for development, and next steps towards goals.

If there is sufficient evidence that a student is not demonstrating expected learning at grade level, use the scale and be specific with descriptive feedback about ways to support the learner’s growth.

If there is NO EVIDENCE of learning, then a blank mark is a more authentic mark than entering emerging. If there is any authentic evidence of learning, it should be reflected in assessment and reported on the written updates.

#### **Reminders:**

Reporting an “I” is not about the number of tasks completed, but about demonstrated proficiency of learning standards.

### Incomplete or In Progress “I” (10-12)

In grades 10-12, if an “I” is being submitted on a written report, the following must be in place:

- Communicate a plan to support learning in the curricular area. The plan must include clearly defined goals and timelines.
- There has already been significant communication with the student and their family prior to this report and this plan is already in place to complete the required work necessary to report on progress (the “I” on the written report does not initiate the process, it simply communicates that the process is in place).
- The timeline will be determined by the plan in consultation with the family/caregiver.

Additional information, resources and samples can be found at:

[csl.sd79.bc.ca](http://csl.sd79.bc.ca)