



# Communicating Student Learning (K-9)

*Effective communication is central to student success.*



## The way we report 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.

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.

## What changes will be noted

Teachers are reshaping their instructional practices in response to the redesigned curriculum, and they are identifying better and more effective ways of assessment and evaluation. We are moving with purpose from a model of **reporting to** parents to **communicating with** parents on an ongoing basis. This involves more fluid processes and changes in how we assess, as well as how we communicate student learning to parents and to the students.

The continuing goal of reporting and communicating student learning is to ensure that parents are well informed about their children's progress.

## 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.

Once the Grad Program within the redesigned curriculum is completed, the Ministry will be legislating a new Reporting Order that will become the policy for K-12 reporting. It will be very similar to the Interim Reporting Order that is currently in place; the original Reporting Order will no longer exist.

## Local student reporting policy and procedures

For the time being, teachers have the choice to following option 1 or option 2 when communicating student learning to parents.

| Reporting Order Options (K-7)   |  |
|---|--|
| Option 1<br>Schedule 1 – Reporting Order<br>Form A  | Option 2<br>Schedule 2 – Interim Reporting Order<br>Form B   |
| <p><b>Two informal communications</b></p> <ul style="list-style-type: none"> <li>• Can be in the form of a phone call, interim report, face-to-face, email, note, etc.</li> </ul> <p><b>Three formal report cards</b></p> <ul style="list-style-type: none"> <li>• Three terms: December, March, June</li> <li>• Grades 4-7 requires grades for all subjects</li> <li>• Final report in June:               <ul style="list-style-type: none"> <li>○ Includes student self-reflection of core competencies</li> </ul> </li> </ul> | <p><b>Ongoing communication of student learning</b></p> <ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Face-to-face</li> <li>• Samples of learning (minimum of 10 times throughout the school year)</li> </ul> <p>These communications can take the form of, but are not limited to, paper and/or electronic communications.</p> <p><b>Two written reports (learning summaries)</b></p> <ul style="list-style-type: none"> <li>• Progress report sometime between January and spring break:               <ul style="list-style-type: none"> <li>○ No longer requires letter grades</li> </ul> </li> <li>• Final summative learning summary:               <ul style="list-style-type: none"> <li>○ Includes student self-reflection of core competencies</li> <li>○ No longer requires letter grades</li> </ul> </li> </ul> |

| Reporting Order Options (8-9)   |  |
|---|--|
| <p><b>Two informal communications</b></p> <ul style="list-style-type: none"> <li>• Can be in the form of a phone call, interim report, face-to-face, email, note, etc.</li> </ul> <p><b>Three to four formal report cards</b></p> <ul style="list-style-type: none"> <li>• Twice per semester</li> <li>• Requires grades for all subject</li> <li>• Final report in June:               <ul style="list-style-type: none"> <li>○ Includes student self-reflection of core competencies</li> </ul> </li> </ul> | <p><b>As above and/or</b></p> <ul style="list-style-type: none"> <li>• Specifics to be determined by each school in consultation with the Assistant Superintendent and District Principal of Instruction and Technology Services.</li> </ul> |

### Ongoing communication 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 samples with context.”

***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.

Snapshot posts may also be celebrations of learning that might include: receiving a certificate, a fieldtrip highlight, a social/emotional highlight, or an extra-curricular activity. Individual snapshots may have short comments from the teacher to provide some context.

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

***Learning sample with context***

Learning samples are a snapshot or a collection of snapshots that provide 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.

Learning samples create a record of students' progress that include the four criteria within the guiding parameters:

1. Clearly describes what the learner is doing
  - a. Includes authentic evidence of learning (sample(s) of work);
2. Includes descriptive feedback on where the child is at (how well the child did);
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, paper and/or digital communications.***

## Written progress reports — learning summaries

In Kindergarten to Grade 7, parents will either:

- a) Receive three (3) reports as per the past (Schedule 1); or
- b) Receive two (2) written progress reports, one between January and March, and a final written summative report in June (Schedule 2).

## 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

**Cowichan Valley School District Website – Communicating Student Learning**

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

**Ministry of Education – Assessment**

<https://curriculum.gov.bc.ca/assessment-system>

**Ministerial Orders and Regulations:**

- Ministerial Order 192/94, the [Provincial Letter Grades Order \(PDF\)](#)
- Ministerial Order 191/94, the [Student Progress Report Order \(PDF\)](#)
- Ministerial Order 190/91, the [Permanent Student Record Order \(PDF\)](#)
- Ministerial Order 295/95, the [Required Areas of Study Order \(PDF\)](#)
- Regulation 265/89, the [School Regulation \(PDF\)](#)