

## **COMMUNICATING STUDENT PROGRESS K – 9**

### **Background**

The District is committed to communicating student learning to parents in ways that are meaningful, transparent and support student learning through quality communication processes. The District also believes that quality communications of student progress are integral to the teaching-learning process and should be timely and responsive throughout the school year.

Honouring learning as a continuous process rather than a series of separate events, teachers design opportunities for students to develop an understanding of learning processes and to reflect on their learning journeys. The mindset shift to communicating student learning creates the conditions for personalized portfolios of learning that activate student voice, inform teacher practice, and engage parents in their child's learning. Ultimately, transforming reporting to communicating student learning shifts the ownership from teachers to a shared ownership among students, parents and teachers.

In 2016/17, as a step towards transformation in student reporting, the ministry revised the Student Reporting Policy and Student Progress Report Order providing districts with two options for reporting student progress in Grades K-9:

- Policy Option A (Schedule 2 of the Ministerial Order) allows 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) allows districts to follow a slightly revised traditional policy.

For the 2018/19 school year, school districts will continue to have a choice between these two options.

### **Foundational principles for the student reporting policy (K-9):**

- Communicates student learning and progress in ways that are meaningful, varied, and responsive.
- Encourages open dialogue between the learner, home, and school
- Focusses on conceptual learning (know-do-understand) with an emphasis on competencies
- Promotes student ownership of learning
- Relies on authentic evidence of learning
- Aligns with provincial standards

## Procedures

Communicating Student Learning (CSL) is interwoven with curriculum design, instructional strategies and formative assessment. CSL is a process by which teachers can provide a continuous, timely window into student learning by capturing learning as well as providing feedback and meaningful samples and evidence of student learning over time to demonstrate progress aligned with the Learning Standards.

1. Communicating Student Progress should:
  - 1.1 Be meaningful, varied and responsive communication throughout the school year in a timely fashion;
  - 1.2 Use authentic evidence, demonstrating growth over time in what the learner **knows**, can **do**, and what they **understand**;
  - 1.3 Reflect where the child is at in their learning and not necessarily be summative in nature;
  - 1.4 Provide evidence that demonstrates growth in relation to the Learning Standards of B.C.'s Curriculum;
  - 1.5 Add value, not only in communicating student progress to parents, but also provides feedback for students to inform, deepen and improve learning;
  - 1.6 Use quality assessments that informs both learning and teaching, shifting ownership to SHARED OWNERSHIP between learner, teacher, and parent.
2. Samples of Learning/or points of progress should be communicated a minimum of 3 times throughout the school year for reading, writing and numeracy and at least once for each other area of learning, (i.e.: Socials, Science, PE, and Fine Arts)
  - 2.1. Recommended frequency is once a month.
3. Samples of learning should include the following:
  - Clear description of the learning intention;
  - Authentic evidence of learning (sample of work);
  - Descriptive feedback on where the child is at (how well the child did);
  - Information on where to next in their learning;
  - Frequent student reflections on their learning.
  - 3.1. At least once during the school year or semester, communicate progress in each area of learning in relation to the learning standards, using the provincial 4 point proficiency scale along with descriptive feedback (as in 3 above).
  - 3.2. At least once during the school year or semester, include student-selected evidence of and reflection on Core Competency development within a communication.

#### 4. Provincial Proficiency Scale

- 4.1. The 4-Point Provincial Proficiency Scale will be used to communicate student progress in all areas of learning. It describes levels of proficiency in relation to the learning standards of the provincial curricula.

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.

#### 5. Learning Summaries (Written Reports)

- 5.1. Written reports are required twice a year for students in Grades K-7
- 5.1.1 Progress Report - January to February (teacher discretion for timelines)
  - 5.1.2 Summative Report - end of June

#### Requirements

##### Progress Report January to February

- 5.2 Progress Reports must be completed on District approved templates
- 5.3 Letter grades are not required on reports; however, if requested by parent/guardian, letter grades must be provided at the end of the school year/semester (Grades 4-9).
- 5.4 Progress Reports must include:
  - 5.4.1 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.
  - 5.4.2 Include teacher written descriptive feedback regarding student's behaviour (e.g. personal and social responsibility).
  - 5.4.3 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.

## Summative Report end of June

5.4.4 As above as well as:

5.4.5 A summary of student's progress to date using the Proficiency Scale, for ADST and Careers.

5.4.6 Include student self-reporting of Core Competencies as part of the summary report.

## 6. Student Self-Reporting of Core Competencies

6.1 Student Self-Assessment of Core Competencies must be included with the Written Summative Report (end of June) as well as once during the year as part of a point of progress communication.

## 7. Connecting with Families

7.1 Schools should communicate with families at the start of the year to inform them how teachers will be communicating and reporting student learning.

7.2 Teachers should provide a one page document or calendar etc. letting parents know how they may expect communication about their child's progress throughout the year.

7.3 Teachers as well as principals should be checking in with families during the year to gather feedback and to ensure understanding of and engagement with what is being communicated about their child's progress

## 8. Permanent Student Records

8.1 Final letter grades are required for all areas of learning in Grades 4-9

8.2 A holistic proficiency scale with reference to learning outcomes as set out in the curriculum in Grades K-3.

## Reporting Order Options K-7

<b>Option A</b> <b>Schedule 2 – Interim Reporting Order</b> <b>Form B</b>	<b>Option B</b> <b>Schedule 1 - Reporting order</b> <b>Form A</b>
<p>Boards of Education establish district policy on local procedure to report student progress</p> <p>Timely Communication of student learning</p> <ul style="list-style-type: none"> <li>• Can be in the form of personalized portfolios (paper or digital), e-mail, 3-way conferences, etc.</li> </ul> <p>Two Written Reports</p> <ul style="list-style-type: none"> <li>• Progress report sometime between January and February                             <ul style="list-style-type: none"> <li>○ No longer requires letter grades</li> </ul> </li> <li>• Summative Report in June                             <ul style="list-style-type: none"> <li>○ Includes student self-reflection of core competencies, ADST and Careers</li> <li>○ No longer requires letter grades</li> </ul> </li> </ul>	<p>Boards of Education follow existing Ministry policy to report student progress</p> <p>Two informal communications</p> <ul style="list-style-type: none"> <li>• Can be in the form of phone call, interim report, face to face, email or note etc.</li> </ul> <p>Three Formal Report Cards</p> <ul style="list-style-type: none"> <li>• 3 terms - December, March and June</li> <li>• Requires grades for all subjects, grades 4 and up</li> <li>• Final report in June                             <ul style="list-style-type: none"> <li>○ Includes student self-reflection of core competencies, ADST and Careers</li> </ul> </li> </ul>

## Reporting Order Options 8-9

<p>As above and/or</p> <ul style="list-style-type: none"> <li>• Specifics to be determined by each school context in consultation with Associate Superintendent or designate.</li> </ul>	<p>Two informal communications</p> <ul style="list-style-type: none"> <li>• Can be in the form of phone call, interim report, face to face, email or note etc.</li> </ul> <p>3 - 4 Formal Report Cards</p> <ul style="list-style-type: none"> <li>• Twice per semester - 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>
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*Reference:*

*Sections 17, 20, 22, 65, 85, School Act*

*School Regulation 265/89*

*Permanent Student Record Order M082/09*

*Student Learning Assessment order M60/94*

*Student Progress Report Order M14/191/94*

*K-12 Education Plan and Guidelines for Student Reporting*

