

Communicating Student Learning Bert Edwards Elementary 2020 - 2021



SCHOOL DISTRICT NO. 73
(Kamloops - Thompson)

Foundational Principles for the Draft K-9 Student Reporting Policy

The student Reporting Policy for K-9 is designated to:

- ✓ communicate student learning and progress in ways that are meaningful, varied, and responsive
- ✓ encourage open dialogue (greater lines of communication between the student, home, and school)
- ✓ focus on conceptual learning; emphasis on competencies
- ✓ promote student ownership of learning
- ✓ rely on authentic evidence of learning
- ✓ establish consistent provincial standards



Key Policy Shifts

The introduction of the provincial curriculum has offered an opportunity to rethink the way we assess and report on student progress. The **DRAFT** provincial Student Reporting Policy for K-9 encompasses key reporting policy shifts. These include:

- more timely and flexible communication
- **descriptive four-point provincial proficiency scale for K-9 (Intermediate Students will see the biggest change)**
- end-of-year student self-assessment of Core Competencies, as well as additional student selected evidence-based reflection during the school year



Purpose

The purpose of the K-9 Student Reporting Policy Pilot is to:

- trial the draft K-9 Student Reporting Policy to inform possible change to provincial reporting policy
- inform future reporting guidelines
- refine the proficiency scale
- recommend, where relevant, future changes to the reporting policy for Grades 10-12



Points of Progress

Points of progress are the meaningful, varied, and responsive ways in which teachers provide parents with information about how your child is progressing in relation to the learning standards.

It uses:

- **strength-based descriptive feedback**
- **four-point provincial proficiency scale**

Strength-based feedback: A strength-based approach recognizes that student learning is dynamic and holistic, and that students demonstrate their learning in different ways and rates. Feedback is focused on what the student can do and what they are working toward.

Four-point provincial proficiency scale: The four points (**emerging, developing, proficient, extending**) are used to communicate student progress in relation to the learning standards in all areas of learning in Grades K-9.



Points of Progress cont.

Points of progress may also be provided in a variety of time frames:

- Points of progress will be provided at least **FOUR** times during the school year.
- At least once, communicate progress in each area of learning in relation to the learning standards, using the standard four-point provincial proficiency scale and descriptive feedback.
- At least twice, provide written descriptive feedback (paper or digital) on student engagement and behaviour (e.g., growth in personal and social responsibility).
- At least once, include student-selected evidence of and reflection on Core Competency development.



Reporting Ministry Expectations

| Curriculum Area | Written Reports | | Other Communication |
|--|--------------------------|------|---------------------|
| | January | June | |
| English and French Language Arts | ✓ | ✓ | 2 |
| Mathematics | ✓ | ✓ | 2 |
| Science | ✓ | ✓ | 2 |
| Social Studies | ✓ | ✓ | 2 |
| Arts Education | ✓ (either Jan or June) ✓ | | 2 |
| Core French (Gr 5 – 7) | ✓ (either Jan or June) ✓ | | 1 |
| Physical and Health Education | ✓ (either Jan or June) ✓ | | 1 |
| Applied Design, Skills and Technology | | ✓ | (optional) |
| Career Education | | ✓ | (optional) |
| Student Self Assessment of Core Competencies | | ✓ | (optional) |



Summary of Progress

The summary of progress is a written report (digital or paper) on student progress in relation to the learning standards in all areas of learning. It is provided to parents at the end of the year. Progress in all areas of learning is communicated using strength-based language, which includes descriptive feedback and next steps for learning, and the four-point provincial proficiency scale.

The summary of progress also includes descriptive feedback on student engagement and behaviour (e.g., personal and social responsibility) and may include information on ways to support the student at school and at home.



Four-point Provincial Proficiency Scale

The ***four-point provincial proficiency scale*** is used in K-9 to communicate student progress in all areas of learning. The four points on the scale include Emerging, Developing, Proficient, and Extending.

| 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 complete 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. |



Four-point Provincial Proficiency Scale

Connections to Old Reporting Process (ie. Student Letter Grades)

| | | | | |
|--------------------------|---|--|---|--|
| 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 complete 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. |

| | | | | |
|---|--------------------------------------|-------------------------------|-----------------------------------|-----------------------------------|
| C- Minimally acceptable performance | C Satisfactory performance | C+ Good performance | B Very good performance | A Excellent performance |
|---|--------------------------------------|-------------------------------|-----------------------------------|-----------------------------------|



What to Expect

Students will receive a Point of Progress report in accordance with First Term Reporting (Will vary in terms of when such reporting will be distributed - Formally in January & June):

- All Bert Edwards Staff have agreed to utilize the Draft Policy
- Strength based evidence through use of four point proficiency scale will be utilized (Students will not receive letter grades in intermediate)

