



SD22

Communicating Student Learning

Parent Guide

K - 7

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Dream. Believe. Achieve.

TIMELINE

The goal of communicating student learning (CSL) is to ensure that ([K - 12 Student Reporting Policy](#), p. 5):

- students take part in meaningful conversations that help them develop responsibility for engaging deeply with their learning
- parents and caregivers are well informed, are involved in decisions and dialogue about their child's learning, and understand ways to support and further their child's learning.

STUDENT-PARENT-TEACHER FALL CONFERENCES

Fall Conferences occur in October and are in-person or virtually by request. Your child's school will communicate specific details to you about the schedule and format. Fall conferences serve as an opportunity to connect with your child's teacher and discuss your child's goal(s).

DECEMBER WRITTEN LEARNING UPDATE

In December, parents will receive a Written Learning Update through MyEd BC on all areas of learning currently being studied. This learning update will include strength-based feedback and student proficiency, along with student engagement comments, and information about student core competencies and goal(s).

MARCH WRITTEN LEARNING UPDATE

In March, parents will receive a second Written Learning Update through MyEd BC on all areas of learning currently being studied. This learning update will include strength-based feedback and student proficiency, along with student engagement comments, and information about student core competencies and goal(s).

STUDENT-PARENT-TEACHER SPRING CONFERENCES

Spring Conferences occur in April and are in-person or virtually by request. Your child's school will communicate specific details to you about the schedule and the format. Spring conferences serve as an opportunity to celebrate progress towards goal(s).

SUMMARY OF LEARNING

At the end of June, parents will receive a summary of learning through MyEd BC on all areas of learning currently being studied. This learning update will include strength-based feedback and student proficiency, along with student engagement comments, and information about student core competencies and goal(s).



UNDERSTANDING THE PROFICIENCY SCALE

The learning journey takes time and patience. For every individual student, learning moves through various stages. The end goal is the same – learning and demonstrating a specific skill or understanding. However, the time it takes for each individual to reach their destination and the route they take to get there varies. The Proficiency Scale is a way for teachers, students, and parents to understand where each student is on their learning journey and what they need to work on to move forward towards proficiency. The following examples are adapted from Katie White, who describes the stages of learning in the context of learning to drive.

EMERGING

When learners are emerging, they are in the process of building their readiness to learn. This includes elements such as becoming familiar with language, background context of foundational skills.

When we are learning to drive, before we get behind the wheel, we need to learn what the street signs mean, the basic rules of the road, and what all the parts of the car do. We need a solid foundation before we move onto practicing the skills we are learning and move to being supported.



DEVELOPING

When learners are developing, they are working with others to improve their skills and understanding. This is where students spend most of their time practicing, refining, making wrong turns, and correcting their processes and thinking.

This is when we actually turn on the car and try driving. We need opportunities with someone to guide us where we might need support and further practice with the process. It is this practice with a more experienced driver that allows us to move towards proficiency.



PROFICIENT

When learners are proficient, they are able to demonstrate the skills they have learned independently and with confidence. Students are able to show their proficiency in a number of ways.

Drivers demonstrate their proficiency by passing their final driving test. Once they show that they have the skills to drive independently, they no longer need someone in the car with them; they can continue to develop their comfort and enjoyment independently.



EXTENDING

When learners are extending, they are free to explore the larger applications and possibilities of their learning. As they have deeper understanding, they have more opportunities to make thoughtful connections and to innovate.

Once drivers are extending, they can try their hand at many new experiences. They can drive different sorts of vehicles and explore different terrain and weather. Their proficiency in the skill of driving allows them to explore the world in new ways.





STUDENT-PARENT-TEACHER CONFERENCES

*Goal setting gives every student input into their learning, including where they go next.
Conferences provide an opportunity for students to develop core competency skills.*

FALL

PURPOSE

Fall conferences provide an opportunity to establish and build relationships where the student, parent, caregiver, and teacher collaboratively develop meaningful goals for student growth. Areas of strength, areas for growth, and next steps will be identified for each student.

SPRING

Spring conferences provide an opportunity to review and celebrate student growth and progress towards the student's growth plan goal(s) set at the fall conference. They provide students the opportunity to engage with their parent or caregiver and teacher about their success in learning.

WHAT TO EXPECT

Students will be dismissed 3 hours early to accommodate conferences.

Conferences will be 15 minutes and held in-person in the student's classroom - virtual conferences scheduled upon request.

- Only one family will be in the space at a time.
- Students will set one or more goals. These goal(s) may be developed as part of conference preparation and then reviewed during the conference, or discussed and completed together at the conference. Supports required to meet the goal(s) should also be identified during the conference.
- Conferences will take the form of a conversation between student-parent-teacher. Students will participate for the full duration of the conference. Each child is unique and will engage in the experience in different ways depending on their developmental stage and readiness. Student voice and participation is valued at all stages and teachers and parents will work together to support students as they take on more responsibility throughout elementary school in these conferences.
- Depending on the format provided by the teacher, multiple families may be in the space at the same time.
- Conferences will reference the goal established in the fall and provide an opportunity to celebrate and reflect on your child's successes.
- Conferences may take different forms such as a conversation between student-teacher-parent, or a student-directed conference that provides students a reflective opportunity to speak to their own learning and needs, or a celebration of learning where the learning environment is open to multiple families.

GUIDING QUESTIONS

EARLY YEARS

MIDDLE YEARS

PARENT

ENGAGEMENT DURING THE CONFERENCE

- With support, identify the learning goal(s)
- With support, express what areas of learning they are enjoying and experiencing success
- With support, communicate the areas of learning they find challenging

- With support, identify the learning goal(s)
- With support, self-reflect and communicate on how they feel about their learning
- With support, communicate about what supports would be or are beneficial

- Encourage your child by recognizing the hard work and focus that achieving their goal will require
- Ask questions to support your child
- Communicate ways you can support your child's goal(s) and learning at home
- Celebrate your child's success

REFLECTION & PREPARATION QUESTIONS

- What am I excited to share?
- Which areas of learning are my strengths?
- In which areas of learning do I require support?
- What could my learning goal(s) be?
- What successes have I achieved?

- What are my child's strengths?
- How can I encourage my child?
- Where do I see areas for growth?
- What can I do to support my child?
- How can I have ongoing communication with the teacher?
- What successes am I seeing?