

Communicating Student Learning Parent Guide (2020-2021)

Rationale



The purpose of reporting and communicating student learning (CSL) is for students to be more involved with their learning and to ensure that parents are well informed about their children's progress, while being aligned with the direction of the revised curriculum. Throughout K-9, student progress in relation to the learning standards will be documented and communicated to students by teachers through ongoing assessment.

Goals



The goal of communicating student learning is to ensure that communication between home and school is effective and timely, so that:

- * parents are well informed about their child's progress
- * parents are involved as partners in a dialogue about their child's progress and the best ways to support and improve learning
- * students are provided with information that is meaningful to them and helps them to improve their own learning.

Your child's growth and progress will be communicated with you throughout the school year.



Moving from reporting TO parents to communicating WITH parents



What we learned last year...



Gathering feedback from various stakeholders in the first year of the CSL Pilot provided us with information to make recommendations for year 2. This included:

- * The need for consistency – There were too many variables that created confusion in understanding the change in reporting procedures.
- * Understanding philosophy – More time is needed to explore and understand the 'Why' in this new shift in assessment and reporting.
- * Embracing Proficiency – Adopting and developing a deeper understanding in using proficiency language to describe growth and progress is needed.

Points of Progress



Points of progress are the meaningful, varied, and responsive ways in which teachers provide parents with timely information about how their child is progressing. At least one Point of Progress in each area of learning must include the following:

- * Level of Proficiency
- * A reference or inclusion of a sample of student work
- * What the student can do
- * What the student is working towards
- * Next steps (including additional supports if needed)

The Point of Progress may be shared through a variety of formats that may include ePortfolios and MyEdBC.

Understanding the Proficiency Scale

All schools (K-9) will use the provincial proficiency scale to report student progress. It will be used to provide consistent communication of student growth and progress in all areas of learning and describes level of proficiency in relation to learning standards.

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.

*** See next pages for CSL Outline***



K-7 OVERVIEW

COMMUNICATING STUDENT LEARNING



ONGOING COMMUNICATION

This graphic guides you through the scheduled communication over the school year. However, we encourage you to regularly communicate with your child's teacher regarding your child's progress.

POINTS OF PROGRESS

During the school year, parents will receive communication regarding student proficiency in all subject areas at least once. These points of progress may take place at any time during the year and will include feedback on how students are progressing and next steps.

CONFERENCES

Fall & Spring conferences will look different this year due to health and safety measures. Each school will determine how these take place. SD22 has allotted two half days both in the fall and spring where classes will not be in session. The conferences can occur on these days or they can occur within a two-week window around these dates. Details will be communicated to you from your child's school.

MID-YEAR COMMUNICATION

By the first week of February parents will receive a mid-year communication through myEdBC that includes students proficiency level to date in Numeracy & Literacy, comments on student engagement & information about student core competencies.

YEAR-END COMMUNICATION

At the end of June parents will receive a communication through myEdBC that includes student proficiency level in all subject areas, comments on student engagement & information about student core competencies.





Grade 8-9 Communicating Student Learning Overview



Communication with your child's teacher is encouraged throughout the Quarter. This timeline guides you through the scheduled communication over the school year.



Q1(Sept-Nov)

Communication will include:
* Proficiency Level
* Progress to date
* Next steps

Mid-Course Communication

End-Course Summary of Progress:
* Proficiency Level
* Progress to date
* Next steps

If you have any concerns or questions, reach out to your child's teacher

End-Course Communication

Q2(Nov-Jan)

Communication will include:
* Proficiency Level
* Progress to date
* Next steps

Mid-Course Communication

End-Course Communication

Q3(Feb-Apr)

Communication will include:
* Proficiency Level
* Progress to date
* Next steps

Mid-Course Communication

End-Course Summary of Progress:
* Proficiency Level
* Progress to date
* Next Steps
* Student Core Competency Reflections

End-Course Communication

Q4(Apr-June)

Communication will include:
* Proficiency Level
* Progress to date
* Next steps

Mid-Course Communication

End-Course Communication

End-Course Summary of Progress:
* Proficiency Level
* Progress to date
* Next Steps
* Student Core Competency Reflections

There are no scheduled formal conferences in grades 8-12 this year due to health and safety measures. Please communicate with your child's teacher should you have any concerns regarding their growth and progress.



School District 22 - Curriculum Department

K-9 Communicating Student Learning – Points of Progress



As it gets closer to the traditional date for elementary report cards for students and parents, here is a comparison chart to provide information on some of the changes that will occur with the move to Communicating Student Learning (CSL). With a variety of communication tools available today for teachers to use for CSL, there is a shift away from the traditional report card to Points of Progress. Learn more at: www.sd22.bc.ca/Programs/curriculum/CSL

Understanding Points of Progress:

	Points of Progress	Traditional Report Card
Why the change?	Points of Progress are timelier and provide specific information in helping both students and parents understand where the child has grown and what further supports are required. They utilize the variety of communication tools available.	Traditional report cards do not provide specific information, but give an overall measurement of the student without specific areas of focus in a one size fits all format.
When will I receive communication?	Ongoing communication is determined by schools and teachers in response to student learning. Different subject Points of Progress can be sent home at different times. However, K-7 will receive 1 of the Point of Progress for literacy, numeracy, student engagement, and core competencies late January/early February on MYED. 8-9: will receive 1 Point of Progress mid-quarter either on MYED or through e-portfolio.	Set dates determined by the district for three terms in elementary and two semesters in secondary schools.
What does it look like? What will I receive?	Excluding the Points of Progress on MYED, all other Points of Progress can be communicated in a variety of formats as determined by the teacher: a. Hard copy sent home, emailed b. Online digital portfolio c. Presentation	A document that was accessed online or a paper copy at the request of the parent.
What information will it tell me?	Focus is on student growth and progress on curriculum learning standards as well as student engagement and Core Competencies.	Focus was on the overall averaged performance of the student in all subjects.
What will be included in the communication?	Has set criteria and must include: a. Evidence of learning b. Strength-based comment c. Use of proficiency language/scale	A proficiency level, letter grade or percent was provided according to the grade level along with a general comment.
How much communication will I receive?	K-7: at a minimum two Points of Progress will be provided for literacy, numeracy and student engagement and one Point of Progress will be provided for all other subjects and student self-reflections on Core Competencies. There will also be two conferences and a summary report at the end of June will be provided for all subjects, student engagement and student self-reflections on the core competencies. 8-9: will receive a Point of Progress mid-course and a summary report at the end of each quarter for both subjects.	Typically the year was divided into three terms at the elementary level with a report card for all subjects. Secondary had two semesters with interim reports and a report for end of semester in all subject areas.
What feedback will my child and I receive from the teacher?	Strength-based Comments: a. Describes strength of student b. Discusses areas for growth c. Provides ways to support or next steps in learning	General comment with no set criteria.

Understanding the PROFICIENCY SCALE



THE LEARNING JOURNEY TAKES TIME AND PATIENCE

For every individual student, learning moves through various stages. The 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 Canadian Assessment Educator, 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 or 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 skill 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 driving test. Once they show that they have the skill 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.

	Emerging	Developing	Proficient	Extending
Proficiency Scale	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.

